REPORT RESUMES

ED 003 779 64
SURVEY OF EUROPEAN RESEARCH IN AUDIO-VISUAL AIDS.
BY- HARRISON, J. A.
NATIONAL COMMITTEE FOR AUDIO-VISUAL AIDS IN EDUC
REPORT NUMBER NDEA-VIIB-139 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$12.72 318P.

DESCRIPTORS- *SURVEYS, *BIBLIOGRAPHY, *AUDIOVISUAL AIDS, *MEDIA RESEARCH, INSTRUCTIONAL MATERIALS, MASS MEDIA, LONDON, ENGLAND, EUROPE

A COMPREHENSIVE BIBLIOGRAPHY IS PRESENTED COVERING PUBLISHED REPORTS AND PAPERS FROM 1945 TO 1961 ON THE DEVELOPMENT, APPLICATION, AND EVALUATION OF NEW EDUCATIONAL MEDIA IN EUROPE. THE BIBLIOGRAPHY IS BROADLY BASED AND INCLUDES ACADEMIC RESEARCH, EXPLORATORY WORK, EXPERIMENTS WITH NEW METHODS, AND SURVEYS. ENTRIES ARE CLASSIFIED UNDER 10 SECTIONS--(1) FILMS, (2) STILL-PROJECTED MEDIA, (3) NONPROJECTED MEDIA, (4) MUSEUMS, (5) PERCEPTION, (6) RADIO, (7) DISC AND TAPE RECORDINGS, (8) TELEVISION, (9) TEACHING MACHINES, AND (10) GENERAL AUDIOVISUAL AIDS AND MASS MEDIA. EACH ENTRY CONTAINS THE REPORT TITLE, AUTHOR, SOURCE, AND COUNTRY OF ORIGIN. ABSTRACTS ARE LIMITED TO RESEARCH REPORTS DIRECTLY RELATED TO LEARNING. (JH)

6-139

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

SURVEY
OF
EUROPEAN RESEARCH
IN
AUDIO-VISUAL AIDS

VOLUME I : **BIBLIOGRAPHY**
VOLUME II : ABSTRACTS
VOLUME III : REPORT

J. A. Harrison,

National Committee for Audio-Visual Aids in Education,
London.

U.S. Department of Health, Education and Welfare,
Office of Education.

ED003779

The material in this publication was prepared under a contract with the United States Office of Education, as authorized under Title VII, Part B, of the National Defense Education Act of 1958. Contractors undertaking such projects under Government sponsorship are encouraged to freely express their own professional judgment in the conduct of the project, and points of view or opinions expressed do not necessarily represent official Office of Education position or policy.

United States
Government Printing Office
Washington : 1962

For sale by the Superintendent of Documents
U.S. Government Printing Office
Washington 25, D.C.

FOREWORD

This Survey covers research carried out in Europe between 1945 and 1961. It is in three parts:- Volume 1: Bibliography; Volume 2: Abstracts; Volume 3: Report.

In preparing this Survey a good deal of selection has been exercised but the Bibliography (Volume 1) is broadly based; it includes not only academic research but exploratory work, experiments with new methods and uncontrolled enquiries. The Abstracts (Volume 2) are limited to authoritative research projects directly related to learning.

The Bibliography (Volume 1) gives for each item the reference number (first line), the title (second line), the author (third line) and the source and country of origin (fourth and following lines) as follows:-

(i) Reference number (first line)

Entries are classified under ten sections some of which are divided into Groups. The reference number of an entry consists of a number (indicating the Section), a letter (indicating the Section) and a number (which indicates the number in the Group).

The Sections and Groups are identified as follows:-

Section 1 **Films**

Group A : Cinema and the child's cinema and the adolescent; children's films, etc.

Group B : Educational films, general and in relation to other media, university and research films.

Group C : Films in subject teaching.

Group D : Reaction to films (comprehension, remembering, evaluation, film language).

Section 2 A : Still projected media

Section 3 A : Non projected media (charts, models, reliefs, flannelgraphs, etc.)

Section 4 A : Museums

Section 5 A : Perception

Section 6 A : Radio

Section 7 Discs and Tape Recordings

Group A : General

Group B : Foreign Language teaching

Section 8 A : Television

Section 9 A : Teaching Machines

Section 10 A : Miscellaneous (mass media, general audio-visual aids, etc.)

Thus, for example, a reference number 7.A.22. indicates:-

7. This item is in Section 7 dealing with Discs and Tape Recordings.

A. It is in the Group dealing with general items under Section 7.

22. This item is the 22nd item in Section 7, Group A.

A star (*) after the reference number indicates that an abstract of this entry is included in Volume 2 (Abstracts).

(ii) Title (second line)

The title of the item is given in the second line of the entry. It is given first in the language of origin and then in brackets in English.

(iii) Author (third line)

In the third line the author's surname is given followed by initials. Entries in each Group are given in alphabetical order of author, or organisation when there is no author.

(iv) Source (fourth and following lines)

The source, date and number of pages, is given in the fourth and following lines. Lastly a letter in brackets indicates the country of origin, as follows:-

(A)	Austria
(B)	Belgium
(C)	Czechoslovakia
(D)	Denmark
(E)	Eire
(F)	France
(G)	Federal German Republic
(H)	Holland
(I)	Italy
(N)	Norway
(P)	Poland
(S)	Sweden
(Sc)	Switzerland
(Sp)	Spain
(UK)	United Kingdom
(Y)	Yugoslavia

In Volume 2 (Abstracts) the entry given in Volume 1 (Bibliography) is repeated. The abstract then follows under three headings:- Purpose, Procedure, Conclusions.

J. A. HARRISON

BIBLIOGRAPHY SECTION 1 FILMS

1.A. Cinema and the child; cinema and the adolescent; children's films etc.

1.A.1.*
Der Film im Dienste der Kultur und der Erziehung. (Films in the service of culture and education).

Amgwerd, P. M.

Kollegium Sarnen, pp. 128, 1958 (Sc)

1.A.2.
Die Filmdiskussion mit Jugendlichen. (Discussion about film with young people).

Appiano, P.

Österreichischer Jugendinformationsdienst, 11/12/1955, pp. 9. Wien (A)

1.A.3.
Das Magische des Films. (The magic of the film).

Arnold, H.

Dissertation, Universitat München, pp. 303. (G)

1.A.4.
Enquete sur les gouts cinematographiques des enfants dans la region parisienne. (Enquiry into the cinema-going habits of children in the Paris region).

Badeyan, Mme.

Pour l'enfance 1956, 13-14, pp. 30-31. (F)

PRECEDING PAGE BLANK-NOT FILMED

1.A.5.
Viewing tastes of adolescents in the Cinema.

Barclay, J. B.

Scottish Educational Film Association and Scottish Film Council. 1961 pp. 74. (U.K.)

1.A.6.
Das Filmgespräch mit den Kindern. (Discussion of films with children).

Behringer, G.

Österreichischer Jugendinformationsdienst VIII 11-12, pp. 8, 1955. Wien (A)

1.A.7.*
Triebwirkung des Filmes auf Jugendliche. (The influence of films in drives and emotions of the young).

Bellingroth, F.

Stuttgart - Bern, 1958, pp. 154. (G. Sc.)

1.A.8.
Loisirs de jeunes travailleurs reflets ou compensation des caracteres psychologiques et sociaux. (The leisure of young workers: is it a reflection or a compensation of their psychological and social characteristics).

Benassy-Chauffard, C. : Pelnard, J.

Enfance p. 381-405. Sept. 1958. Paris (F)

1.A.9.
Schulerziehung und Kinobesuch. (School education and cinema attendance).

Berger, J.

Die Schulwarte, 5/1952, pp. 7, Stuttgart (G)

1.A.10.
L'enseignement du dessin par le cinema. (The teaching of drawing by films).

Bergonier, G.

Pedagogie education et culture, 1948, pp. 10, 602-609 (F)

1.A.11.
Le problème du film pour enfants. (The problem of films for children).

De Boeck, A.

Revue de droit pénal et de criminologie, Bruxelles, 35 (9), Juin 1955, p. 789-796. (B)

1.A.12.
Jugend un Film. Ergebnis einer Umfrage an der Kantonalen Handelsschule in Zürich. (Youth and the film. Results of an enquiry at a commercial school in Zurich).

Bosshard, R.

Gesundheit und Wohlfahrt, XXXIII/6, 1953, pp. 6, Zürich (Sc)

1.A.13.
Film und Erziehung. (Film and education).

Brudny, W.

Schule und Gegenwart, 2/1950, pp. 5. München (G)

1.A.14.
Ausdruckspsychologische Studien in der Jugendfilmforschung. (Research on Film and Youth with the help of "expression"-psychology).

Brudny, W.

Film und Jugendschutz, pp. 13, Verlag Volkwartbund, Koln-Klettenberg, 1958. (G)

1.A.15.
Das Filmerlebnis des Jugendlichen. (The process of seeing - a film by the young).

Buhr, W.

Film Bild Ton, v/3, 1955, pp. 6. München (G)

1.A.16.
Beziehungen Jugendlicher zu Film und Bildserie. (Young people and their relations to films and slides).

Bunk, H.

Volkswartbundverlag Köln-Klettenberg, pp. 31, 1955 (G)

1.A.17.
Cinema et delinquance juvenile. (Cinema and juvenile delinquency).

Chazal, J.

Educateurs 1956. (F)

1.A.18.
Jugendliche als Kinobesucher. (Young people as cinema audiences).

Chresta, H.

Jugendliche als Kinobesucher, XV/3, 1954, pp. 4. Basel (Sc)

1.A.19.
Le cinema et les moins de sept ans. (Cinema and children under 7 years old).

Colot, E.

Cinema 58, septembre-octobre 1958, 30, p. 82-85 (F)

1.A.20.
Cini-clubs per ragazzi. (Cine clubs for boys).

Comitato Nazionale di Coordinamento Cinema, Teatro, Radio, T.V. per Ragazzi, Consiglio dei Ministri, Rome 1956 (I)

1.A.21.
L'enfant au cinema. (The child at the Cinema).

Debesse, M.

Revie internationale de filmologie Paris VII, 26, 1956, p. 99-109. (F)

1.A.22.
Pourquoi les jeunes vont-ils au cinema? (Why do young people go to the cinema?).

Descamps, J.

Nouvelle revue pedagogique belge: Tournai 1950/51, tome VI, p. 326-342. (F)

1.A.23.
Les enfants et le cinema. (Children and the cinema).

Donnays, S.

Nouvelle revue pedagogique belge, Tome VIII, 1951-52 (F)

1.A.24.
Das Filmerleben in Kindheit und Jugend. (Film going in childhood and youth).

Eder, A.

Erziehung und Unterricht, 3/1957, pp. 9. Wien (A)

1.A.25.
La frequentation des salles de cinema par les enfants d'age scolaire. (How often do schoolchildren go to the Cinema?)

Fabre, A.

Pour l'enfance. 1956, 13, mai-aout. (F)

1.A.26.*
Children and Films. (A study of boys and girls in the Cinema).

Field, M.

Carnegie United Kingdom Trust, Dunfermline, Fife, 1954. pp. 56. (U.K.)

1.A.27.*
Untersuchungen über den Einfluss des films auf kriminell gewordene Jugendliche. (Research into the influence of films on delinquent children).

Flik, G.

Psychologische Rundschau, V/I 1954, pp. 21. Göttingen (G)

1.A.28.
Die Einstellung der heutigen Jugend zum Kino. (Youth of today and its attitude towards the Cinema).

Frank, M.

Prüfungsarbeit, Berufspädagogisches Institut, Stuttgart, 1954, pp. 48. (G)

1.A.29.
Der Film als Bildungsmacht und die heutige Jugend. (The film as an educational force and young people of today).

Galle, R.

Prüfungsarbeit, Landesbildstelle Hessen, Offenbach 1951, pp. 60. (G)

1.A.30.*
Das Filmerlebnis im Farbentest. (Film experience in colour tests).

Gehrmann, F.J.

Bonn, 1958, pp. 262. (G)

1.A.31.
Der Film als Bildungs - und Erziehungsmacht. (The film as a cultural and educational force).

Glabisch, E.G.

Prüfungsarbeit, Pädagogische Hochschule, Göttingen 1952, pp. 40. (G)

1.A.32.
Speelt de film bij het ontstaan of in het verloop van psychische stoornissen van het kind een rol? (Does the film play a part in the genesis or progress of mental disturbances of children?)

Glastra van Loon, F. H.

Maandblad voor de geestelijke volksgezondheid, Amsterdam, 10 (2) February 1955, p. 62-72. (H)

1.A.33.
Sozialpsychologische Aspekte der Filmwirkung. (Socio-psychological aspects of the impact of films).

Glogauer, W.

Jugend und Film, VIII/2, 1957, München, pp. 16. (G)

1.A.34.
Enquete sur la frequentation du cinema commercial par les enfants. (Enquiry into the cinema-going habits of children).

Gloton,

Pour l'enfance, 1956, 13-14, pp. 29. (F)

1.A.35.
Jeunes spectateurs. (Young cinema audiences).

Gratiot-Alphandery, H.

Revue internationale de filmologie. Paris 1951, 7-8, p. 257-263. (F)

1.A.36.
Le cinema a l'ecole maternelle. (The Cinema in the nursery school).

Gratiot-Alphandery, H. : Thomet Melle.

Revue internationale de filmologie, 1952, 9. (F)

1.A.37.
Le comportement de l'enfant au cinema. (The behaviour of children at the Cinema).

Gratiot-Alphandery, H. : Boussion, A.

Bulletin de l'U.F.O.C.E.L. Information, Paris Fevrier 1949, 20, p. 11-13. (F)

1.A.38.
Les jeunes enfants et le cinema. (Young children and the Cinema).

Guillemenot, J.

Enseignement audio-visuel, Paris, 1er trimestre 1954, p. 22-28. (F)

1.A.39.
Jugend und Film. (Youth and the film).

Günther, W.

Film Bild Ton, II/4, 1952, München, pp. 6. (G)

1.A.40.

Die Bedeutung des Filmbesuchs für die deutsche Jugend. (The significance of cinema attendance for German youth).

Hanke, W.

Prüfungsarbeit, Pädagogische Hochschule Weilburg/Lahn, 1955, pp. 69. (G)

1.A.41.

Bioscoopbezoek door jongeren. (Cinema attendance by young people).

't Hart, W. A.

Rotterdam, 1955, pp. 45 (H)

1.A.42.

Traumfabrik und Jugendträume. (Dream factory and the day-dreams of young people).

Heinrich, K.

Film Bild Ton, III/6-7, 1953, München, pp. 14. (G)

1.A.43.

Bibliographie Film und Jugend. (Bibliography on Film and Youth).

Heinrich, K.

Hochschule für Internationale Pädogogische Forschung, Frankfurt a.M. 1959, pp. 269. (G)

1.A.44.*

Cinema et affectivite. (The Cinema and affectivity).

Heuyer, G.

L'ecole des parents, janvier 1956, 3, p. 15-27. (F)

1.A.45.
Kind und Kino. (The child and the cinema).

Heymann, K.

Schweizer Erziehungs-Rundschau, 6/1951, St. Gallen, pp. 12. (Sc)

1.A.46.
Kind und Spielfilm - Vom Lehrer aus betrachtet. Methodische Anregungen. (The child and the feature film from the teachers viewpoint).

Hintermann, E.

Schweizer Film, 4/1957, Zürich, pp. 7. (Sc)

1.A.47.
Der Spielfilm im Unterricht der Volksschule. (The feature film in elementary school education).

Hoppe, M.

Prüfungsarbeit, Oberschulamt, Darmstedt 1958, pp. 34. (G)

1.A.48.
London children and the cinema.

Hughes, G. A.

London County Council, 1951, pp. 18. (U.K.)

1.A.49.
Unsere Jugend und die Welt des Films. (Our youth and the world of the cinema).

Keilhacker, M.

Vierteljahresschrift für wissenschaftliche Pädagogik, XXVII/4, 1951, Bochum, pp. 18. (G)

1.A.50.*
Jugend und Spielfilm. (Youth and the feature film).

Keilhacker, M. : Keilhacker, M.

Klett-Verlag, Stuttgart 1953, pp. 127. (G)

1.A.51.
Kinder-und jugendpsychologische Fragen des Films.
(Film problems in the light of the psychology of children and youth).

Keilhacker, M.

Jahrbuch für Psychologie und Psychotherapie, II/1, 1954, Freiburg i.Br., pp. 12. (G)

1.A.52.
Kind und Film. (Child and film).

Keilhacker, M. : Keilhacker, M.

Klett-Verlag, Stuttgart 1955, pp. 55. (G)

1.A.53.
Der Wirklichkeitscharakter des Filmerlebens bei Kindern und Jugendlichen. (The character of reality in the film experience of children and adolescents).

Keilhacker, M.

Jugend und Film, VIII/4, 1957, München, pp. 14. (G)

1.A.54.*
Film und Jugend. (Cinema and Youth).

Keilhacker, M.

Juventa-Verlag, pp. 173, München, 1960. (G)

1.A.55.*
Kinder sehen Filme. (Children see films).

Keilhacker, M. : Brudny, W. : Lammers, P.

Ehrenwirth;Verlag, pp. 167, München 1958. (G)

1.A.56.
Film, ein pädagogisches Problem, (Films, an educational problem).

Kempe, F.

Wir alle arbeiten mit der Jugend für die Jugend, 31/1951, pp. 11, Wiesbaden. (G)

1.A.57.
Wirkung des Films. (Impact of the film).

Kempe, F.

Hamburger Lehrerzeitung, IV/5, 1951, pp. 8. Hamburg (G)

1.A.58.
Einflusse des Films auf die Erziehung werktätiger Jungen im Alter von 14-18 Jahren. (Influences of films upon the education of working boys of 14-18 years).

Lachmund, H. G.

Berchmanskolleg, München-Pullach 1958, pp. 66. (G)

1.A.59*
Film und Jugendkrimimalität. (Film and juvenile delinquency).

Lavies, W.

Film und Jugend, Band III, Wiesbaden 1954, pp. 173. (G)

1.A.60.
Enquete sur le Cinema et les Enfants. (Enquiry into the cinema and the child).

La documentation catholique, Paris, Juillet 1954, 1178, pp. 918-920. (F)

1.A.61.
Les cine-jeunes de Rouen. (Cine clubs of Rouen).

Legrand, P.

Vers l'education nouvelle, 1956, juin. (F)

1.A.62.
Der Film, ein Erziehungsmittel? (Is the film a means of education?)

Lindner, D.

Prüfungsarbeit, Pädagogische Hochschule, Frankfurta.M. 1951, pp. 26. (G)

1.A.63.
La législation cinématographique à propos de la jeunesse. (Cinematographic legislation with regard to young people).

Lox, F.

Rééducation, Paris (101-102), July-September 1958, p. 1-12 (B)

1.A.64.
Introduction aux problèmes du cinéma et de la jeunesse. (An introduction to the problems of the cinema and young people).

Lunders, L.

Paris-Bruxelles, 1953, pp. 221 (B)

1.A.65.
Schule und Film. (School and film).

Maurer, A.

Die Schule, VIII/9-10, 1955, Saarbrücken, pp. 11. (G)

1.A.66.
Cinema, delinquance juvenile et rééducation. (The cinema, juvenile delinquency and re-education).

Michard, H.

Revue de l'education surveillee, Paris, Mai-Juin, 1947, 8, p. 61-67. (F)

1.A.67.
Le cinema et l'enfant. (Cinema and the child).

Le Moal, R. : Faugere, M.

Sauvegarde de l'enfance, 1947, 15-16, p. 66-77. (F)

1.A.68.
Filmgespräche mit Jugendlichen. (Discussion of films with young people).

Mohrhof, S.

Institut für Film und Bild, München, 1957, pp. 52. (G)

1.A.69.
Die Bedeutung des Spielfilms als Erziehungsmittel. (The significance of the feature film as an educational means).

Morys, A.

Prüfungsarbeit, Pädagogische Hochschule, Rendel 1953, pp. 38. (G)

1.A.70.
Sociografie van de tweede wereld. Wat krijgt onze jeugd in de bioscoop te zien? (Sociography of the second world. What are our children offered in the cinema?)

Muller, H. S., van Driel, A. A. E., Peters, J. M. L., Sijmons, A. H. and van Wieringen, H.

Purmerend, 1958. (H)

1.A.71.
The attitude of Secondary School children to the Cinema.

Nutt, J. F.

Thesis for M.A. degree, 1950 (unpublished) (U.K.)

1.A.72.
A discussion of results and experimental methods of the Cinema Commission of Enquiry Experiment.

Philpott, S. J. F.

British Journal of Educational Psychology, Vol. XVI, Part I, p. 32-38. (U.K.)

1.A.73.*
Films and other mass-media.

Pinna, L. : MacLean, M. S. : Guidacci, M.

Bianco e Nero, Roma, pp. 171, 1958. (I)

1.A.74.
The cinematographic public in Scarperia.

Pinna, L. : MacLean, M. S. : Guidacci, M.

Bianco e Nero, Roma, 1958, p. 43-72. (I)

1.A.75.
Kino und Schule. (Cinema and School).

Poleske, M.

Prüfungsarbeit, Pädagogische Hochschule, Kiel, 1950, pp. 27. (G)

1.A.76.
Wiens Jugend und der Film. (The youth of Vienna and the film).

Rauser, E.

Filmkunst, 19/1956, pp. 6. Wien. (A)

1.A.77.
Le cinema et l'enfant. (Children and the Cinema).

Rebeillard,

L'ecole des parents, Paris, fevrier 1957, 4, p. 30-38 (F)

1.A.78.
To educate the pupils of the school to the cinema.

Review of the Cinema, Roma, No. 4-5, pp. 117, 1962. (I)

1.A.79.*
Kind und Film. (The child and the film).

Sicker, A.

Huber-Verlag, Bern-Stuttgart, 1956, pp. 143. (Sc)

1.A.80.
Der Film im Leben der Berufstätigen Jugend. (The film in the lives of young people engaged on professional activities).

Stückrath, F.

Die deutsche Berufs - und Fachschule, LII/7, 1956, Wiesbaden, pp. 9. (G)

1.A.81.*
Impact of the cinema on the Adolescent.

Smith, E. M.

E.N.E.F. Bulletin April 1949 p. 3-4 (U.K.)

1.A.82.
Die Rolle des Films im Leben der Jugend. (The part played by the film in the lives of young people).

Stückrath, F.

Film Jugendpsychologisch betrachtet, Ehrenwirth-Verlag, München, 1955, pp. 15. (G)

1.A.83.*
Der Film als Erziehungsmacht. (The film as a power in education).

Stuckrath, F.

Gesellschaft der Freunde des Vaterländischen Schul-und Erziehungswesens, Hamburg, pp. 72, 1953. (G)

1.A.84.
Das Filmspiel. (The film play).

Stückrath, F.

Film Bild Ton, VI/9, München 1956, pp. 6. (G)

1.A.85.
Les enfants devant le cinema. (The child's reaction to the cinema).

Sonika, Bo.

Cinema educatif et culturel, Rome, decembre 1956-mars. 1957, 14-15, p. 19-24. (F)

1.A.86.
Enquete sur la frequentation du cinema pour les enfants a Versailles. (Enquiry into the cinema-going habits of children in Versailles).

Soubsol,

Pour l'enfance, 1956, 13-14, pp. 32. (F)

1.A.87.
Enquete sur les enfants face au cinema a Marseille. (Enquiry into children's reaction to the cinema at Marseille).

Soubsol,

Pour l'enfance, 1956, 13-14, pp. 33. (F)

1.A.88.*
Connections between children's literature and cinema.

Tadini, F.

Lumen, No. 19, pp. 582, 1959. (I)

1.A.89.
Determining the inclinations and the preferences of the pupils of primary schools in order to orientate the production of some recreational films.

Talamazzini, A.

Lantura, Milano, No. 1, 1959. (I)

1.A.90.*
Cinema e Gioventu: Studid degli aspetti sociali e dei Motivi di Interesse. (Cinema and youth: a study of the social aspects and of the motives of interest).

Tarroni, E. : Paderni, S.

Institute of Pedagogy, University of Rome, Rome, pp. 161, 1952. (I)

1.A.91.
Die Erlebniswelt des Films. (What children experience in films).

Tamke, K.

Dissertation, Universität Hamburg, 1951, pp. 179. (G)

1.A.92.
Speelfilms in de belevingswereld van jeugdigen. (Feature films as experienced by young people).

Ten Have, T. T.

Purmerend, 1956, pp.246 (H)

1.A.93.
Die Wirkung des Films auf Jugendliche. (The effect of film on the young).

Thorun, W.

Bildung und Erziehung, III/8, 1950, pp. 5, Wien (A)

1.A.94.*
Der Film und die Antwert der Erziehung. (Film and the answer of education).

Tröger, W.

Reinhardt-Verlag, München, 1962, pp. 230. (G)

1.A.95.
Enquete sur la frequentation du cinema par les enfants dans la region parisienne. (Enquiry into the cinema-going habits of children in the Paris region).

Thuillier,

Pour l'enfance, 1956, 13, mai-aout. (F)

1.A.96.*
L'Educazione Contemporanea. (Contemporary education).

Volpicelli, L. : Rumi, M.

L'Educazione Contemporancea, Roma, Ed. Avid. pp. 337, 1959. (I)

1.A.97.
Enquete - Les petits vont au Cinema des Grands. (Enquiry: Children and the Adult Cinema).

Votre enfant, 1956, 45, p. 68-70; 1956, 47, p. 62-65. (F)

1.A.98.*
The Adolescent and the Cinema.

Wall, W.D.

British Journal of Educational Psychology, Volume XIX
Wall, W. D. and Simson, W. A., February 1949
Wall W. D. and Smith E. H., June 1949
British Journal of Educational Psychology,
Wall, W. D. and Simson, W. A., Volume XX, Nov. 1950,
Volume XXI, June 1961.
Journal of the Institute of Education, Birmingham University,
Wall, W. D., Volume I, October 1948 and February 1949. (U.K.)

1.A.99.*
Jugend und Filmerleben. (Youth and film experience).

Wasem, E.

Reinhardt-Verlag, München-Basel, 1957, pp. 139. (G, Sc)

1.A.100.
Methoden der Jugend - und Filmforschung. (Methods in youth and film-research).

Wasem, E.

Film Bild Ton, III/4, 1953, München, pp. 8. (G)

1.A.101.
Report of the Departmental Committee on Children and the Cinema.

Wheare, K. C.

H.M. Stationery Office, London, 1950, pp. 87. (U.K.)

1.A.102.*
Untersuchung über das Filmerleben und Seine psychologischen Begleiterscheinungen bei 6-bis 12-jahrigen Kindern. (Investigation of film experience and its psychological side-effects on 6-12 year old children).

Wissenschaftlichies Institut für Jugendfragen in Film und Fernsehen, pp. 183, München, 1962. (G)

1.A.103.
Le cinema a l'ecole maternelle. (The cinema in the nursery school).

Zazzo, B.

Revue de filmologie, Paris III 1952, 9, p. 81-88. (F)

1.A.104.*
Le concours international du film recreatif pour enfants. (The International competition of Children's Entertainment films).

Zazzo, R. : Zazzo, B.

Courrier du Centre international de l'Enfance.
Paris IV, 5, 1954, p. 235-258. (F)

1.A.105.
Influence du cinema sur le developpement de la pensee de l'enfant. (The influence of film on the mental development of children).

Zazzo, R.

Ecole des parents, Paris, janvier 1956, 3, p. 1-14. (F)

1.A.106.
Les films que les enfants preferent. (Children's Film preferences).

Zazzo, R.

Vers l'education nouvelle, 1956, 107. (F)

1.A.107.*
Une Enquete sur le Cinema et la Lecture chez les Adolescents. (An enquiry into the cinema and reading habits of adolescents).

Zazzo, B. : Zazzo, R.

Enfance 1957, No. special "Les cine clubs di jeunes," p. 389-411. (F)

1.A.108.*
La jeunesse et le cinema. (Youth and the Cinema).

Zazzo, B. : Zazzo, R.

Courrier du Centre international de l'Enfance, Paris, 1958, 4, p. 185-197. (F)

1.A.109.*
Jugend und Film. (Youth and film).

Zochbauer, F.

Verlag Lechte, Emsdetten 1960, pp. 220. (G)

1.A.110.*
Das Filmerleben und seine Auswirkungen auf Kinder und Jugendliche. (Film experience and its effects on children and adolescents).

Zulliger, H.

Hoheneck-Verlag, Hamm/Westf. pp. 21, 1958. (G)

1.B. Educational film, general and in relation to other media, university and research film.

1.B.1.*
Une experience d'information dans les classes de fin d'etudes primaires. (An experiment on information with classes of children in the last year at primary school).

Bacquet, R. : Chaudagne, H. : Larcebeau J. : Leon, A.

Bulletin de l'Institut national d'orientation professionnelle, Janvier-Fevrier 1954, 1, p. 3-27 (F)

1.B.2.*
The effectiveness of Filmstrips and a sound film in teaching a Science topic.

Barton, W. H.

Degree thesis for Manchester University (unpublished) 1957. (U.K.)

1.B.3.
Meine Erfahrungen mit Lichtbild und Film als Mittel der Veranschaulichung. (My experiences with slides and films as a means of visualization).

Bendrin, H.

Prüfungsarbeit, Pädagogische Hochschule, Celle 1950, pp. 41. (G)

1.B.4.
La participation affective au heros filmique chez les adolescents et son utilisation dans l'elaboration des films educatifs. (The film hero: how this subjective element may be employed in the classroom film designed for adolescents).

Blanchet, A.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, Juin 1958. (F)

1.B.5.
Role des schemas animes dans l'intelligence des syntheses chez l'enfant. (The function of animated diagrams in the child's understanding of synthesis).

Brerault, H.

Revue de filmologie, Paris 1954, 18-19, p. 229-236. (F)

1.B.6.
Lueurs sur l'avenir - Motifs et esquisse d'une recherche pour ameliorer la valeur pedagogique et l'utilisation pratique du cinema d'eneignement du ler degre. (A view on the future. Aims and sample of a research trying to improve the pedagogical value and the practical use of the classroom film at primary school level).

Brerault, H.

Enseignement audio-visuel, Paris - ler trimestre 1954, p. 3-8. (F)

1.B.7.
Der Film im Unterricht und seine Verwendbarkeit fur die einzelnen Altersstufen. (The film as a means of instruction and its suitability for different age levels).

Caselmann, C.

Lehrerrundbrief, 4/1949, pp. 7, Frankfurt a.M. (G)

1.B.8.
Une enquete cinescolaire. (An enquiry on the classroom film).

Claude, R.

Pedagogie education et culture, Paris, 1954, 572-575. (F)

1.B.9.
The Film and Education.

Coppen, H.

Scientific Film Review, Vol. 2, No. 3, p. 130-136, Vol. 2, No. 5, p. 218-224, 1956. (U.K.)

1.B.10.
Elements preliminaires a une etude sur le film d'enseignement de psychologie. (Preliminary elements of a study on the teaching of psychology by films).

Coste, P.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1959. (F)

1.B.11.*
A comparison between silent and sound films in teaching.

Craig, G. D.

British Journal of Educational Psychology, Vol. XXVI, 1956, p. 202-206. (U.K.)

1.B.12.
Lichtbild und Film im Unterricht. (Slide and film in education).

Els, G.

Verlag Henn, Ratigen 1952, pp. 66. (G)

1.B.13.*
E. N. P. I. (National Society for the prevention of accidents).

Rome, 1954-62. (I)

1.B.14.
Le cinema d'enseignement dans les ecoles. (The classroom film in schools).

Faure, P.

Pedagogie-Education et culture, Janvier 1950, p. 34-38. (F)

1.B.15.
Der Film in Erziehung und Unterricht. (The film and its part in education and instruction).

Foerster, O.

Paetz-Verlag, Berlin 1952, pp. 121. (G)

1.B.16.
The use of film in teaching and research in British Universities.

Foxon, G. E. H. : Ball, G. H. : Duncan, C. J.

British Universities Film Council, 1959, pp. 24. (U.K.)

1.B.17.
The use of films in teaching and research in British Universities, some further remarks.

Foxon, G. E. H.

University Film Journal, No. 22, October 1961, p. 1-11 (U.K.)

1.B.18.
Musique et image. (Music and image).

Frances, R.

Cahiers d'etudes de radio-television, 1958, 18, p. 136-162. (F)

1.B.19.
Gedanken zu Problemen des Unterrichtsfilms. (Ideas about the problems connected with the instructional film).

Fuchs, R.

Prüfungsarbeit, Offenbach/Main 1957, pp. 35. (G)

1.B.20.
Kindgemässe Gestaltung des Unterrichtsfilms. (Form of the instructional film fitted to the child).

Geier, P.

Padagogischer Wegweiser IV/5, 1951, pp. 6. Wiesbaden (G)

1.B.21.
L'utilisation du cinema dans les establissements du premier degre d'un milieu rural (departement de l'Ain). (The use of films in the primary schools of a rural district).

Giraud, J.

Bulletin de l'ecole pratique de psychologie et de pedagogie de Lyon, 1961, 4-5, p. 423-425. (F)

1.B.22.
Der Unterrichtsfilm im Sachunterricht der Grundschulen. (The instructional film for the teaching of geography, science and the like in elementary schools).

Greetfeld, G.

Film Bild Ton, XII/3, 1962, pp. 7. München. (G)

1.B.23.
Praxis der Film - under Bildarbeit im Unterricht. (The practice of teaching with the aid of films and slides).

Griessl, W.

Verlag Muller & Kiepenheuer, Bergen, 1948. pp. 15. (G)

1.B.24.
Zur Geschichte des Lehr-und Unterrichtsfilms. (The history of the instructional and educational film).

Haeger, S.

Film Bild Ton, VIII/3-4, 1958, pp. 10. München. (G)

1.B.25.
Nektere zkusenosti z metodiky prace s filmem na narodni skole. (Some experience from methodical work with film at primary school).

Holesovsky, F.

Esteticka vychova, roc.1/1959/, c.2, s.31-34. (C)

1.B.26.
Der Unterrichtsfilm. (The instructional film).

Hommerding, R.

Die neue Landschule, I/1950-51, pp. 4. Stuttgart (G)

1.B.27.
Unterrichtsfilme und Lichtbilder in der Schularbeit. (Educational films and slides in school work).

Hortzschansky, W.

Verlag Volk und Wissen, Berlin 1951, pp. 27. (G)

1.B.28.
Vom Werte des Lichtbildes und des Films in der Klasse. (On the value of slides and films in the classroom).

Hübl, A.

S.H.B-Film-Post, 35/1952, pp. 3. Wien. (A)

1.B.29.
Le commentaire dramatisant dans le film didactique. (The dramatic commentary in the classroom film).

Jeannesson, J. E.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, juin 1959. (F)

1.B.30.
Projektion bei Tageslicht. (Projecting in daylight).

Kaulbersch, H.

Die Schulwarte, 8/1955, pp. 3. Stuttgart. (G)

1.B.31.
Der Unterrichtsfilm in Deutschland. (The educational film in Germany).

Kempe, F.

Kulturarbeit, V/9, 1953, pp. 4. Stuttgart-Koln. (G)

1.B.32.
Der Film in der Jugend - und Erwachsenenbildung. (The film in youth and adult education).

Kempe, F.

Heering-Verlag, Seebruck/Chiemsee, 1952, pp. 86. (G)

1.B.33.
Der Film im Dienste psychologischer Personlichkeitsdiagnose. (The film and its use in psychological diagnosis of personality).

Kochl, K.

S.H.B.-Film-Post, 32/1952, pp. 4. Wien. (A)

1.B.34.
Unterricht mit Tonfilm. (Teaching with the aid of sound films).

Kopp, J. K.

Film Bild Ton, IX/4, 1959, Munchen, pp. 5. (G)

1.B.35.
Didaktische Uberlegungen zum Einsatz der Unterrichtsfilme. (Didactical aspects of the use of teaching films).

Kruse, E.

Unsere Schule, 9/1954, Hannover, pp. 10. (G)

1.B.36.
Promitani pri plnem svetle. (Projection in full light).

Kubalek, J.

Osvetovy zpravodaj, roc. 1/1957/, c.8, s. 17-20. (C)

1.B.37.*
Comparaison des durees cinematographiques par l'enfant. (A comparison of film lengths by children).

Lajeunesse, J. : Rossi, R.

Enfance, novembre-decembre 1957, p. 583-586. (F)

1.B.38.*
Influence de certaines modifications de la structure des films sur l'integration des contenus cinematographiques par des infants d'age sculaire. (The influence of certain modifications in the structure of films in the integration of the cinematographic content by school children).

Lajeunesse, L. : Rossi, R.

Revue Internationale de Filmologie, Vol. 32-33, January-June 1960, p. 90-100. (F)

1.B.39.*
The impact of Visual Aid Displays showing a manipulative task.

Laner, S.

The Quarterly Journal of Experimental Psychology, Vol. VI, Part 3, Aug. 1954, p. 95-106. (U.K.)

1.B.40.*
A comparison of the efficiency of sound and silent films as teaching aids.

Mackintosh, D. M.

Scottish Educational Film Association, Research Publication No. 3, 1947, pp. 20. (U.K.)

1.B.41.
Schule und Film. (School and film).

Maurer, A.

Die Schule, VIII/9-10, 1955, Saarbrucken, pp. 11 (G)

1.B.42.
Remarques sur l'utilisation du film comme moyen de recherche et d'enseignement en psychologie. (Notes on the use of film as a method of research and teaching in psychology).

Meili, R.

Revue de filmologie, Paris, Juillet-Decembre 1954, 18-19, p. 245-251. (I)

1.B.43.
Moglichkeiten und Grenzen des Films im Unterricht. (Possibilities and limitations of the film in education).

Mohrhof, S.

Die Schleswig-holsteinische Schule, IX/17, 1955, pp. 5. Kiel. (G)

1.B.44.
Visual Aids and backward children,
National Committee for Visual Aids in Education.

N.C.V.A.E., 1960, pp. 6, London. (U.K.)

1.B.45.*
The suitability and the use of an experimental film about traffic.

Nederlandse Onderwijs Film, The Hague (to be published) (H)

1.B.46.
Le cinema d'animation au service de l'enseignement. (Animated films at the service of education).

Noubel, J.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1960. (F)

1.B.47.
Niekolko poznamok k strukture skolskeho filmu. (Some remarks on the structure of school films).

Novy, J. M.

Ucebne pomocky v skole, roc.5/1961/, c.1, s.15-21. (C)

1.B.48.
Film muet et film sonore - Etude de leurs contribution respective a l'enseignement. (Silent and sound film: a study of their respective contributions to teaching and learning).

Nozet, H.

Enseignement audio visuel; Paris - premier trimestre 1954, p. 22-28. (F)

1.B.49.*
Le Film a L'Ecole. (The film in School).

Pedagogie Education et Culture, 1950, pp. 7. (414-425) (F)

1.B.50.
Le film didactique. (The teaching film).

Pere Delannaye.

Nouvelle revue de pedagogie belge, Tournai 1952-53, 8, p. 205-213. (B)

1.B.51.
Visuele communicatie en visueel onderwijs. (Pictorial communication and the use of visual aids in education).

Peters, J. M. L.

Haarlem, 1961, pp. 136. (H)

1.B.52.
Filme fur die Unterstufe. (Films for the lower forms).

Pfeifer, E.

Film Bild Ton, VII/3, 1957, Munchen, pp. 4. (G)

1.B.53.*
Preparing a classroom film by Wall Charts.

Pirkheim, F.

S-H.B. Film-Post, Vienna, No. 89, 1961. pp. 12. (A)

1.B.54.
Die Bedeutung des Films fur die Bildung der Jugend. (The importance of the film in the education of the young).

Raab, A.

Diplomarbeit, Hochschule fur Wirtschafts- und Sozialwissenschaften, Nurnberg 1955, pp. 94. (G)

1.B.55.
Etat actuel de la recherche filmologique en neuro psychiatrie infantile. (The present state of research through films in child psychiatry).

Rebeillard, M.

Paris - La Productruce, 1955, 45 pages. (F)

1.B.56.
Zarizeni pro promitani filmovych smycek. (The equipment for the projection of loop films).

Rozsypal, V.

Ucebne pomocky v skile, roc.5/1961/, c.3, s.71-77. (C)

1.B.57.
Die Phasenentwicklung der Schulfilmbewegung in Deutschland. (Development stage of the school film movement in Germany).

Ruprecht, H.

Dissertation, Universitat Munchen, pp. 235. (G)

1.B.58.
Unterrichtsfilm und gesamtunterrichtliche Arbeitsweise. (Teaching films and methods for "Gesamtunterricht").

Schäfer, E.

Film Bild Ton, III/11, 1953, München, pp. 6. (G)

1.B.59.
Der Erziehungsfilm in europäischer Sicht. (The educational film from an European viewpoint).

Schmid, F.

Film Bild Ton, VII/6, 1957, München, pp. 4. (G)

1.B.60.
Wandlungen in der Funktion und Gestalt des Unterrichtsfilms in Deutschland. (Changes in the function and forms of the educational film in Germany).

Schmid, F.

Film Bild Ton, XI/9, 1961, München, pp. 15. (G)

1.B.61.
Der Unterrichtsfilm in der Praxis der Volksschule. (The educational film in the practice of the elementary school).

Schultz, A.

Lebendige Schule, XII/6, 1957, Frankfurt a.M. pp. 6. (G)

1.B.62.
Prace se skolnim filmem v 1-5. roniku. (The work with school film in the 1st-5th form).

Schwarz, L.

Komensky, roc.85/1961/, c.9, s.565-569. (C)

1.B.63.
The efficiency of the screen niche.

S.H.B-Film-Post, Vienna, No. 64, pp. 6. (1957) and No. 72, pp. 12 (1958). (A)

1.B.64.
Projekce ve tride bez zatemnovani. (Projection in a classroom without darkening the room).

Sladek, E.

Ucebni pomucky ve skole a v osvete, 1962, c.6, s.82-85 (C)

1.B.65.
Das Filmproblem in der Hamburger Lehrerbildung. (The film problem in the training of teachers in Hamburg).

Stückrath, F.

Film Bild Ton, VII/9, 1957, München, pp. 6. (G)

1.B.66.
Filmy na narodni skole. (Films at primary schools).

Svec, O.

Komensky, roc.85/1960/61/, c.5, s.299-302. (C)

1.B.67.*
A psychological study of film production for child audiences.

Tavistock Clinic

Petroleum Films Bureau, London, 1950, pp. 36. (U.K.)

1.B.68.
Dokumente zur Geschichte der Schulfilmbewegung in Deutschland. (Documents on the history of the school film movement in Germany).

Terveen, F.

Verlag Lechte, Emsdetten 1959, pp. 259. (G)

1.B.69.
Vyuzitie zadnej projekcie. (The use of rear projection).

Tomek, J.

Ucebne pomocky v skole, roc.5/1961/, c.2, s.75-78. (C)

1.B.70.
Filmove smycky jako pomoc polytechnickemu vyucovani.
(Loop films aiding the polytechnical education).

Topinka, J.

Ucitelske noviny, roc.8/1958/, c.20, s.6. (C)

1.B.71.
Za uzsiu spolupracu pedagogov pri tvorbe skolskych filmov.
(The need of a closer co-operation of pedagogues in the production of school films).

Trebisovsky, J.

Ucebne pomocky v skole, roc.5/1961/, c.3, s.21-25. (C)

1.B.72.
Zvukovy film v skole. (Sound film at school).

Trebisovsky, J.

Jednotna skola, 1957, c.4, s.458-485. (C)

1.B.73.
Uber die Schirmbildgrosse bei der Klassenprojektion.
(The size of the screen for classroom projection).

Ullmann, P.

S.H.B-Film-Post, 66/1957, pp. 5. Wien. (A)

1.B.74.
An experiment on the value of the Film and Filmstrip in the instruction of Adults.

Vernon, P. E.

British Journal of Educational Psychology, Vol. XVI, 1946, p. 49-159. (U.K.)

1.B.75.
Der Film. (The Film).

Wiese, J. G.

Staatliches Studienseminar, Velle 1953, pp. 103. (G)

1.B.76.
Der Forschungsfilm. (The research film).

Wolf, G.

Film Bild Ton, II/2, 1952, München, pp. 6. (G)

1.B.77.
Ein Bericht aus derlpraktischen Unterrichtsarbeit mit Verwendung von Lichtbild und Film. (Report on practical experiences with slides and films in schools).

Zahlbruckner, E.

S.H.B-Film-Post, 66/1957, Wien, pp. 6. (A)

1.C. Films in Subject Teaching

1.C.1.*
Vyznam skolnich filmu a diafilmu pro uskutecnovani polytechnickeho vzdelani zactva strednich skol. (The importance of school films and filmstrips in the polytechnical education at secondary schools).

Auerswald, F.

Pedagogika, roc.3/1953, c.8-9, s.477-487. (C)

1.C.2.
K situaci v oboru zemepiseho skolniho filmu. (Situation in the field of geographical school film).

Biedermann, M.

Zemepis ve skole, roc.5/1958/, c.4,s.121-128. (C)

1.C.3.
Der Film im Physikalischen Unterricht. (The film and its use in science teaching).

Blüm, H.

Film Bild Ton, V/10, 1956, München, pp. 5. (G)

1.C.4.
Die Anschauung im Fremdsprachenunterricht. (Visual aids in teaching foreign languages).

Bohrmann, H.

Film Bild Funk, 1/4, 1948, München, pp. 3. (G)

1.C.5.
Der Erziehungsfilm als Variante des sozialkundlichen Films. (The Educational film as a variant of the civics film).

Brudny, W.

Jugend und Film, III/4, 1952, München, pp. 6. (G)

1.C.6.
Der Film im Unterricht der Handels schulen. (The film as a medium of instruction in commercial schools.)

Buhmann, F.

Freie Bildung und Erziehung, III/7-8, 1952, Lippstadt, pp. 6. (G)

1.C.7.
Report on reading efficiency courses held in 1955-56.

Carborundum Co. Ltd., Trafford Park, Manchester. (U.K.)

1.C.8.*
Film in the teaching of the French Language.

Cassola, S.

Quaderni Didattici, Cinetecha Scolastica, Roma, No. 2 P. 16. 1953. (I)

1.C.9.
Slovenske geologicke skolske filmy a ich vyuzitie pri vyucovani fyzickeho zemepisu. (Slovak geological school films and their use in the teaching of physical geography).

Chudy, J. a Novy, J. M.

Ucebne pomocky v skole, 1957, c.4, s.57-64. (C)

1.C.10.
Musische Erziehung nach Filmeindrucken. (Art education starting from impressions left by a film).

Clostermann, G.

Film, Jugend, Schule, Abt.: H. 21, Gelsenkirchen, pp.5 (G)

1.C.11.
Skolni film, diafilm a nastenne obrazy ve fyzice. (School film, filmstrip and wallchart in physics).

Chytilova, M.

Prirodni vedy ve skole, roc.9/1959/, c.7, s.623-627. (C)

1.C.12.
Lisibilite des schemas geographiques. (The Legibility of Geographical Diagrams).

Clochard, W.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1958. (F)

1.C.13.
Enquiry into the relative value of silent films and filmstrips in the teaching of Geography.

Daines, S. W.

University of Nottingham Institute of Education unpublished report. (U.K.)

1.C.14.*
Training made easier, Problems of Progress in Industry, No. 6 1960.

Department of Scientific and Industrial Research, H.M. Stationery Office, London. pp. 50. (U.K.)

1.C.15.
Über 1000 Kopien - Märchenfilme und sozialkundliche Filme in Angebot und Nachfrage. (Over 1,000 copies - Fairy tale films and civics films on supply and demand).

Diederich, H.

Film Bild Ton, VIII/7, 1958, Munchen, pp. 5. (G)

1.C.16.
Der Film in der Leibeserziehung. (The Film in Physical Education).

Dorn, I.

Film Bild Ton, IV/6, 1954, Munchen, pp. 6. (G)

1.C.17.*
Prve skusenosti z skolskeho filmu v matematike. (Research into the use of the school film in mathematics).

Dubecky, K.

Matematika ve skole, roc.12/1961/62, c.7, s.388-395. (C)

1.C.18.
Film im Geschichtsunterricht. (Films in the teaching of history).

Franzel, E.

Film Bild Funk, I/6, 1948, München, pp. 4. (G)

1.C.19.
Pourquoi et comment nous avons fait "Mains Blanches" - Premieres experiences avec un film educatif realise specialement pour les moins de sept ans. (Why and how we made "White Hands" - First experiences with a teaching film produced specially for under sevens).

Herbiniere-Levert, H.

Revue internationale de filmologie - Paris - 1951, 7-8, p. 247-255. (F)

1.C.20.
Bildungsmöglichkeiten der Filmerziehung im Relisionsunterricht der Höheren Schule. (Possibilities for film education in religion teaching in secondary schools).

Kämpfer, P. W.

Film, Jugend, Schule, Abt. H.61, Gelsenkirchen, pp. 6. (G)

1.C.21.
Problematische Filme über Erziehungsprobleme. (problematic films on educational problems).

Kempe, F.

Film Bild Ton, VI/3, 1956, pp. 5. München. (G)

1.C.22.
Der Film im Erdkundeunterricht. (The film in the teaching of geography).

Ketzer, G.

Film Bild Ton, VII/5, 1957, München, pp. 6. (G)

1.C.23.
Smyckovy film a jeho pouziti pri vyucovani telesne vychove. (Loop film and its use in the teaching of physical education).

Kerssenbrock, K.

Teorie a praxe telesne vychovy a sportu, roc. 6/1958/, c.6, s.341-346. (C)

1.C.24.
Erfahrungen mit dem biologischen Unterrichtsfilm. (Practical experience with instructional film on biology).

Lange, F.

Die Schule, 5/1950, Saarbrücken, pp. 5. (G)

1.C.25.*
Une experience d'enseignement visuel en Science Naturelles. (An experiment with visual methods in the teaching of natural science).

Leboutet, L.

L'information pedagogique Paris 1949, 4 pages 154-157, 5 pages, 192-194. (F)

1.C.26.
Role of the film in Technical Education.

Lowndes, J.

The Scientific Film. Vol. 1 No. 6 April 1961 pp. 5-6 (U.K.)

1.C.27.
Filmy v matematice. (Films in mathematics).

Malac, J.

Matematika ve skole, roc.9/1959/, c.7, s.418-422. (C)

1.C.28.
L'utilisation du cinema dans les entreprises industrielles et commerciales. (The Use of the Film in Industry and Commerce).

Mercier, S. Poulet, C. I.

Le travail humain. Janvier-Juin 1956, p. 43-50 (F)

1.C.29.
An investigation into the effects of an Adult reading efficiency course.

Morton, J.

Occupational Psychology No. 633 1959 p. 222-237 (U.K.)

1.C.30.*
Het Gebruik van Aanschouwelijke, Visuele en Audio-Visuele. Bulpmiddelen Bij Het Aardrijkunde - Onderwijs op de Scholen Voor Het V.H.M.O. (The use of visible, visual and audio-visual aids in geography teaching in secondary schools).

Muller-Verduin, H. S.

Unpublished Amsterdam. (H)

1.C.31.
Der historische Film. Historische und filmische Grundprobleme. (The historical film - basic historical and cinematographic problems).

Muth, H.

Geschichte in Wissenschaft und Unterricht, VI/11, 1955, Stuttgart, pp. 13. (G)

1.C.32.
Der historische Film. (The historical film).

Muth, H.

Geschichte in Wissenschaft und Unterricht, VI/12, 1955, Stuttgart, pp. 14. (G)

1.C.33.
Les problemes du film d'enseignement litteraire. (The Problem of an Educational Film on Literature).

Ounnas, Y.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1958. (F)

1.C.34.*
Onderzoek Naar Het Gebruik van Audio-Visuele Hulpmiddelen Bij Het Technisch Onderwijs. (Research into the use of audio-visual aids in technical education).

Peters J. M. L. and Scheffer, M. C. J.

The Hague, 1961 (to be published). (H)

1.C.35.
Comprehension du Scheme anime dans le Film de Geographie. (Understanding animated diagrams in the geography film).

Pedagogie - Education et culture Juillet 1950.
P. 414-425. (F)

1.C.36.
Ensemble pedagogique portant sur l'enseignement du francais a des etrangers. (The teaching of French to foreigners).

Pelle, Y.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1960 (F)

1.C.37.
Le cinema et la classe de geographie dans l'enseignement du deuxieme degree. (The film and Secondary School Geography).

Poinssac, G.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud 1958. (F)

1.C.38.*
British Courses for adults in effective reading.

Poulton, E. C.

British Journal of Educational Psychology. Vol. XXXI
June 1961, p. 128-137. (U.K.)

1.C.39.
Film a diafilm ve skolni telesne vychove. (Film and filmstrip in physical education at school).

Pustina, J.

Telesna vychova mladeze, roc. 27/1960/61, c.6, s.267-269 (C)

1.C.40.
The use of visual aids in the teaching of Geography.

Ramsay, R. A.

Thesis for B.Ed. degree, University of Glasgow. 1954 (unpublished) (U.K.)

1.C.41.
Pre-cinema et literature. (Cinema and literature).

Rouveyre, G.

Memoire dactylographie, Centre Audio-Visuel de Saint Cloud, 1960 (F)

1.C.42.
Films de mathematiques. (Films in mathematics).

Rocchi, E. Chavanne, P.

Cahiers pedagogiques, Paris, mai 1960, 21, ;. 27-28 (F)

1.C.43.
Der Film im Sozialkundeunterricht. (The film in the teaching of civics).

Ruprecht, H.

Film Bild Ton, VI/10, 1957, München, pp. 6. (G)

1.C.44.
Lichtbild und Film in der politischen Bildungsarbeit der Berufsschule. (Slides and films for political education in vocational schools).

Ruprecht, H.

Heft 56 der Schriftenreihe der Bundeszentrale fur Heimatdienst "Politische Bildung in der Berufsschule", Bonn 1961, pp. 16. (G)

1.C.45.
Tonfilm und neusprachlicher Unterricht. (The sound film and modern language teaching).

Schunter, A.

Film Bild Ton, 11/10, 1953, München, pp. 7. (G)

1.C.46.
Der Unterrichtsfilm im Biologie - und Erdkundeunterricht. (The educational film in biology and geography).

Schwegler, E.

Die Schulwarte, III/11, 1950, Stuttgart, pp. 10. (G)

1.C.47.
Vyuzivanie filmu pri vyucovani chemie. (The use of film in the teaching of chemistry).

Schenkova, B.

Ucebne pomocky v skole, roc. 5/1961/, c.3, s.36-39. (C)

1.C.48.*
An experiment in the teaching value of a scientific film.

Steiberg, H. Lewis, E.

British Medical Journal, August 1951, Volume 11, pp. 465 (U.K.)

1.C.49.
Film experiments in Glasgow.

Thompson, S.   Annard, L. G.

The Museums Journal, Vol. 56 No. 8 Nov. 1956 p. 193-196 (U.K.)

1.C.50.
Film ako vyznamna pomocka pri rozvijani poznania a reci na narodnej skole. (Film as an important aid in the development of cognition and speech in primary schools).

Trebisovsky, J.

Slovensky jazyk a literatura v skole, 1957, c.9, s.314-317. (C)

1.C.51.
Film a polytechnicka vychova. (The film and polytechnical education).

Trebisovsky, J.

Jednotna skola, roc. 13/1958, c.5, s.536-543. (C)

1.C.52.
Skolsky film na hodinach biologie. (School film in the lessons of biology).

Trebisovsky, J.

Ucebne pomocky v skole, roc. 4/1960/, c.4, s.39-43. (C)

1.C.53.
Die Technik in der musischen Bildung. (Technique in art education).

Wiese, J.

Niedersachsische Lehrerzeitung, VIII/5, 1957, Hannover, pp. 4. (G)

1.D. Reaction to film (comprehension, remembering, evaluation, film language,).

1.D.1.
Versuch einer sozialpadagogischen Auswertung des Films 'Die Stadt - und die Feldmaus'. (Attempt at a socio-pedagogical evaluation of the film entitled "The Town Mouse and the Country Mouse").

Beier, H.

Der Lehrerrundbrief, IV/11, 1949, Frankfurt a.M. pp. 3 (G)

1.D.2.
Hinweise und Wege zur Filmbeurteilung im Deutschunterricht. (Hints, ways and means of judging the suitability of a film for use in the teaching of the German language).

Bessenrodt, O.

Die Pädagogische Provinz, IX/12, 1955, pp. 12, Frankfurt a.M. (G)

1.D.3.
Film and television in education for teaching.

B.F.I. and A.T.C.D.E.

British Film Institute, pp. 86, 1960 (U.K.)

1.D.4.*
La Suggestibilite dans la situation cinematographic. (Suggestibility of the film medium).

Bouman, J. C. : Heuyers, S. : Lebovici, S.

Revue International de Filmologie, Paris, IV(13) April-June, 1953, p. 111-141. (F)

1.D.5.*
Das Kind zwischen Spielfilm und Schulfilm. (The child between the feature film and the classroom film).

Brudny, W.

Dissertation, Universität München, 1954, pp. 395. (G)

1.D.6.
Etude des mouvements, combines a partir d'un test filmique de 5 min. et etude de son evaluation qualitative et quantative a un age scolaire determine. (An analysis, qualitative and quantitative, of a five minute film on a class of the age range for which the film was designed).

Derbez, A.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 1961. (F)

1.D.7.
Prispevok vyskumu ucinnosti filmu, (Contribution to the research of the effectiveness of film).

Dubecky, K.

Ucebne pomocky v skole, roc. 4/1960/, c.4, s.31-38 (C)

1.D.8.
L'education cinematographique a-t-elle sa place a la colonie? (Does film appreciation have a place in holiday camps?)

Dussardier, M.

Vers l'education nouvelle, Paris, septembre 1957, pp. 116. (F)

1.D.9.
The appraisal of films and filmstrips.

Embling, J. H.

Visual Education, July 1958, p. 16-19. (U.K.)

1.D.10.*
Sur la memoire des films. (On remembering films).

Fraisse, P. : Muntmollin, G. de

Revue internationale de filmologie, 1952, 9. p. 37-68 (F)

1.D.11.*
Nachhaltigkeit von Filmerlebnissen bei Kindern und Jugendlichen. (Retention of film experiences with children and adolescents).

Foerster, O.

Film Bild Ton, IX/9, 1959, pp. 5. München (G)

1.D.12.
Wie sieht der Jugendliche den Film und wie soll er ihn sehen? (In what ways do young people see films and in what ways should they see them).

Gesek, L.

Filmkunst, 11, 1953, Wien, pp. 6 (A)

1.D.13.*
Introduction to the grammar and to the syntax of films.

Gianni, A.

Centro Provinciale Sussidi Audiovisivi, La Spezia, pp. 11, 1957-59. (I)

1.D.14.
Zur Ausdrucks - und Eindrucksqualität des Filmes. (Ideas in the quality of the expressive and impressive possibilities of the film).

Heinelt, G.

Pädagogische Welt, IX/7, 1955, Donauwörth, pp. 6. (G)

1.D.15.*
Filmerleben - Filmwirkung - Filmerziehung. (Film experience - Impact of the film - Film education).

Heinrich, K.

Hermann Schroedel Verlag, Hannover 1961. pp. 372 (G)

1.D.16.
Sur quelques reaction d'enfants inadaptes. (Some reactions of maladjusted children).

Heuyer, G. : Lebovici, S. : Bertagna, L.

Revue internationale de filmologie, 1952, 9, p. 71-79 (F)

1.D.17.
Recherches experimentales filmologiques - Comprehension et reactions des enfants debiles et caracteriels. (Experimental film research - comprehension and reactions of backward and maladjusted children).

Heuyer, G. : Lebovici, S. : Bertagna, L.

Revue de neuro-psychiatrie infantile et d'hygiene mentale de l'enfance, 1955, 1-2, p. 1-4. (F)

1.D.18.*
The "How-to-do-it" teaching film; an experiment in its use.

Hughes, W. H. : Collard, P. : Cardew, P. N.

The Lancet, Sept. 5th, 1953, Vol. 265, p. 484-485. (U.K.)

1.D.19.
Methoden der filmkundlichen Unterrichtung und Filmerziehung. (Methods for teaching film appreciation and film education).

Institut fur Film und Bild, München 1960, pp. 42. (G)

1.D.20.
Die Bewertung unserer Filme durch die jugendlichen Zuschauer. (Evaluation of our films by young film-goers).

Keilhacker, M.

Jugend und Film, III/8, 1952, München, pp. 9. (G)

1.D.21.
Vorstellungsabläufe bei Kindern und Jugendlichen während des Filmbesuchs. (The imaginative process in children and young people during the showing of a film).

Keilhacker, M.

Jugend und Film, II/9-10, 1951, München, pp. 8. (G)

1.D.22.
Filmunterricht im Deutschunterricht. (Film education in German language teaching).

Kerstens

Film Bild Ton, IV/12, 1955, München, pp. 6. (G)

1.D.23.
Filmunterricht in der Höheren Schule. (Film education in secondary education).

Kerstiens, L.

Film, Jugend, Schule, Abt. H.60, Gelsenkirchen, pp. 7 (G)

1.D.24.
Der Film im Urteil der Kinder. (The film according to the children's judgment of it).

Kohler, H.

Prufungsarbeit, Darmstadt 1953, pp. 70. (G)

1.D.25.
Zur Methodik des Filmunterrichts. (Methods for film education).

Kruegel, H. G.

Schola, 5/1950, Frankfurt a.M., pp. 6. (G)

1.D.26.
Influence de certaines modifications de la structure des films sur l'integration des contenus cinematographiques par des enfants d'age scolaire. (Modification of the structure of educational films as a result of Children's opinions).

Lajeunesse, L. : Rossi, R.

Revue internationale de filmologie, 1960, 32-33, p. 90-100. (F)

1.D.27.*
Some factors influencing the effectiveness of an educational film.

Laner, S.

British Journal of Psychology, Vol. XLVI, Part 4, Nov. 1955, p. 280-292. (U.K.)

1.D.28.
L'enfant devant le film relations d'experiences. (The child and the film in relation to his experiences).

Leandri,

L'ecole maternelle francaise, septembre-octobre 1953, p. 3-7. (F)

1.D. 29.*
Etude du comportement emotionnel enfantin au cours de la projection d'un film comique. (Study of the emotional reactions of children to a film comedy).

Lercy-Boussion, A.

Revue international de filmologie, 1954, 17, p. 105-123 (F)

1.D.30.
Evolution et transformation avec l'age du comportement emotionnel enfantin en reponse a une situation stimulus-filmee. (Evolution and transformation of the child's emotional behaviour, as he grows, in response to a filmed stimulus situation).

Leroy-Boussion, A.

Paris-Edition du Musee pedagogique 1954, page 49 du resume de la communication. (F)

1.D.31.
L'observation du comportement des enfants au cours de seances de projections cinematographiques : son interet, ses difficultes. (Observations of children's behaviour during film screenings: its interest and its difficulties).

Leroy, A.

Image et son, Paris, Juillet 1955, 84, p. 13-15. (F)

1.D.32.
An experimental investigation into the relative effect of presenting biological material by film and other media to groups of European and non-European children in Johannesburg.

Marsh, Z. A.

Thesis for M.A. in education, University of London, 1949, (unpublished) (U.K.)

1.D.33.
Production et education du spectateur - problemes du mauvais cinema et de l'education du spectateur. (Production of films and education of the audience - problems of bad cinema and education of film audience).

Martins, F.

Memoire dactylographie, Centre Audio-Visuel de Saint-Cloud, 2 volumes, 1960-1961. (F)

1.D.34.*
Experience sur la comprehension du langage cinematographique par l'enfant. (Experiment on the comprehension of film language by children).

Mialaret, G. : Melies, M. G.

Revue internationale de filmologie Paris V, 18-19, 1954, p. 221-228. (F)

1.D.35.
Education cinématographique. (Film education).

Ministere de l'éducation nationale et de la culture.

Bruxelles, 1960, pp. 210. (B)

1.D.36.
Filmerziehung und Jugendbildungsarbeit mit dem Film. (Film education and the work of educating the young through films).

Mohrhof, S.

Film Bild Ton, IX/10, 1960, München, pp. 8. (G)

1.D.37.
Vyznam filmu z psychologickeho hladiska. (The importance of film from the psychological point of view).

Pardel, T.

Ucebne pomocky v skole, 1957, c.4, s.50-53 (C)

1.D.38.*
Was bleibt? Kinder besinnen sich auf einen Film.
(What remains - children reflect about a film).

Paulsen, K.

Film Bild Ton, VII/7 1957, München, pp. 7. (G)

1.D.39.
Experiences and ideas on film teaching in England, Western Germany, France, the United States of America and the Netherlands.

Peters, J. M. L.

The Hague, 1957, pp. 63 (stencilled) (H)

1.D.40.
Methodes voor het onderzoek van de invloed van de film op de jeugd. (Research methods used in examining the influence of films on youth).

de Reymaker, J.

Louvain, 1950 (unpublished thesis). (B)

1.D.41.
Aufgaben und Möglichkeiten einer Filmerziehung.
(Problems and possibilities of film education).

Priesemann, G.

Prüfuhgsarbeit, Staatliches Studienseminar, Göttingen, 1953, pp. 60. (G)

1.D.42.
Etude des reactions d'un groupe restreint a des valeurs vehiculees par le film. (A study of a small group's reactions to values brought out in a film).

Ravar, R.

Revue de filmologie, Paris, 1960, 34, p. 24-38. (F)

1.D.43.*
La Perception d'un ensemble de deplacement. (Perception of a series of displacements).

Rey, A.

Revue Internationale de Filmologue, No. 17, April-June 1954. (F)

1.D.44.
Filmanschauen - Filmerfassen. (Watching films - understanding films).

Rietsch, L.

Blätter für Lehrerfortbildung, 2/1949-50, Aachen, pp.4 (G)

1.D.45.
Dans quelle mesure un film est-il compris comme l'ont voulu les auteurs. (How much of a film is understood as its author intended?)

Robaye, F.

Universite libre de Bruxelles - Institut de Sociologie Solvay, 1959, tire a part, pp. 18. (B)

1.D.46.
Film - Filmerziehung und Schule. (Films - film education and the school).

Roth, K.

Film Bild Ton, VI/4, 1956, München, pp. 4. (G)

1.D.47.
A measurement of the effect of group discussion on the understanding and appreciation of films.

Simpson, E. B.

Thesis for M.A. in education, University of London, 1947 (unpublished) (U.K.)

1.D.48.
The evaluation of instructional films by teachers and pupils of a technical school.

Stichting Technish Filmcentrum, The Hague, 1960. (H)

1.D.49.
Psychologie des Filmerlebens in Kindheit und Jugend. (Psychology of film experience in childhood and youth).

Stückrath, F. : Schottmayer, G.

Schropp'scher Lehrmittel-Verlag, Hamburg 1955, ;;. 172. (G)

1.D.50.
The evaluation of scientific, industrial and medical films.

Scientific Film Association.
Scientific Film Review, Vol. 3, No. 6, December 1957, pp. 15. (U.K.)

1.D.51.
Pupil assessment of Educational Films.

Scottish Educational Film Association, Research Publication, No. 5, 1951, pp. 40 (U.K.)

1.D.52.
L'interet de l'enfant pour les evenements et pour les personnages du film. (The interest of children in (a) film situations and (b) film characterisation).

Wallon, H.

Revue international de filmologie, Paris, Avril-Juin 1954, 17, p. 93-103. (F)

1.D.53.
Psychologisches zum Spielfilm. (Psychological aspects of the feature film).

Wagner-Simon, T.

Schweizer Rundschau, XXXXVIII/8-9, Bern, pp. 6. (Sc.)

1.D.54.
Filmerziehung im Deutschunterricht. (Film education in German language teaching (lessons)).

Wasem, E.

Film, Jugend, Schule, Abt. H. 23, Gelsenkirchen, pp.6 (G)

1.D.55.
Weitere Anwendungsmoglichkeiten des Wiggle-Testes. (Further possibilities for application of the Wiggle tests).

Wasem, E.

Jugend und Film, VII/6, 1956. Munchen. pp. 4 (G)

1.D.56.*
Das Problem der Filmwirkung. (The problem of the impact of films).

Wölker, H.

Bouvier-Verlag, Bonn 1955, pp. 149. (G)

1.D.57.*
Les reactions psychologiques de l'enfant devant l'ecran. (Psychological reactions of children to films).

Zazzo, R.

Le film au service de la premiere education, Bourrelier 1954, p. 26-34. (F)

1.D.58.*
Analyse des difficultes d'une sequence cinematographique par la conduite du recit chez l'enfant. (An analysis of the difficulties of a film sequence through the description given by the child).

Zazzo, R. : Zazzo, B.

Revue International de Filmologie, 1952, 9, p. 26-36. (F)

1.D.59.
Niveau mental et comprehension du cinema. (Mental age and film comprehension).

Zazzo, R.

Revue Internationale de filmologie, Paris, 1951, 5, p. 29-36. (F)

1.D.60.
Une experience sur la comprehension du film. (An experiment on comprehension of film).

Zazzo, R. : Zazzo, B.

Revue Internationale de filmologie, Paris, 1951, 6, p. 159-170. (F)

1.D.61.
Der Spielfilm im Unterricht. (The feature film in education).

Zielinski, J.

Henn-Verlag, Ratingen 1959, pp. 236. (G)

1.D.62.
Kontrolluntersuchungen über den Erfolg filmischer Erziehung. (Investigations into the results of film education).

Zöchbauer, F.

Jugend und Film, VII/12, 1956, München, pp. 8. (G)

2.A.1.
Die botanische Standortaufnahme als Natur-Urkunde. (The botany still as a nature document).

Arzt, T.

Film Bild Ton, VI/4, 1956, pp. 6. München (G)

2.A.2.
Das Bild im Geschichtsunterricht. (The picture in the teaching of history).

Belstler, H.

Pädagogische Welt, V/2, 1951. pp. 8. Donauwörth (G)

2.A.3.
Radio scolaire et projection fixe. (School radio and filmstrip).

Besson, P.

Documents pour la classe 1961, 89. (F)

2.A.4.
Vyznam diafilmu v chemii. (The importance of filmstrips in chemistry).

Biedermann, M.

Vyroba a skola, roc. 4/1959/, c.10, s.463-465. (C)

2.A.5.
Promitani episkopem pri vyucovani biologii. (The opaque projector in the teaching of biology).

Biedermann, M.

Prirodni vedy ve skole, roc. 12/1962/, c.5, s.391-393. (C)

2.A.6.
Das Lichtbild als Hilfe und Unterrichtsgegenstand. (The slide as a teaching aid and as a teaching object).

Bödecker, W.

Film Bild Ton, XI/2, 1961. pp. 8. München (G)

2.A.7.
Essai d'utilisation de la projection fixe pour la construction du paragraphe au cours moyan premiere annee. (Trial use of filmstrips in teaching paragraph construction to primary school children (age 9 to 11 years))

Calatayud, L.

Bulletin de l'enseignement public au Maroc 1956, No. 35 p. 235-239. (F)

2.A.8.
The American way of life as portrayed in filmstrips; an experiment in visual education.

Carson, D.

Scottish Educational Film Association, October 1947, Research Publication No. 2. pp. 74. (U.K.)

2.A.9.
Filmstrips and fatigue.

Dilworth, D. A.

Thesis for M.A. degree, University of Birmingham, 1954 (unpublished) (U.K.)

2.A.10.
Bildarbeit im Rahmen der Unterrichtsarbeit. (Working with pictures within the teaching framework).

Ebeling, H.

Film Bild Ton, XI/1, 1961, pp. 7. München (G)

2.A.11.
Die Auswertung erdkundlicher Bilder. (Evaluation of geographical pictures).

Eckhardt, K.

Lebendige Schule, 9/1954, pp. 5. München (G)

2.A.12.
Sinnvolle Arbeit mit Bildern. (Useful work with pictures).

Ernst, W.

Welt der Schule, 4/1951, pp. 5. München (G)

2.A.13.
Die Kriterien des guten Lichtbildes. (The criteria of a good slide).

Fischer, C.

Film Bild Ton, III/2, 1954. pp. 6. München (G)

2.A.14.
Die Arbeit mit dem Lichtbild. (Working with slides).

Fischer, C.

Lehrerrundbrief, 7/1952, pp. 7. Frankfurt a.M. (G)

2.A.15.
The use of the filmstrip as a visual aid in teaching geography in the Junior Secondary school.

Fraser, G. M.

Thesis for B.Ed. degree, University of Glasgow, 1954 (unpublished) (U.K.)

2.A.16.
L'utilisation des moyens audio-visuels dans les establissements du premier degre d'un milieu rural - projection fixe. (The use of audio-visual aids in rural primary schools - filmstrips).

Giraud, J.

Bulletin de l'ecole pratique de psychologie et de pedagogie de Lyon, 1960, pp2. (F)

2.A.17.
Niektore pedagogicko-psychologicke zvlastnosti pouzitia statickeho svetelneho obrazu. (Some pedagogical-psychological peculiarities of the use of static projected pictures).

Hapala, D.

Ucebne pomocky v skole, roc. 5/1961/, c.3, s.6-12 (C)

2.A.18.*
An investigation into the value of the filmstrip and educational visit as methods of instruction to secondary modern school pupils of 14-15 years.

Helliwell, S.

Thesis for degree of Master of Education. Manchester University, 1962, (unpublished). (U.K.)

2.A.19.
Gedanken zur heimatkundlichen Lichtbildarbeit. (Ideas on imparting knowledge of the homeland through slides).

Hornberger, T.

Die Schulwarte, 9/1956, pp. 8. Stuttgart (G)

2.A.20.
Von der Technik zur Methodik. (From technique to methodology).

Hübl, A.

S.H.B.-Film-Post, 80/1959, pp. 8. Wien (A)

2.A.21.
Die Reproduktion im Dienst des Kunstunterrichts. (Reproduction in the service of art education).

Kerber, A.

Film Bild Ton, VI/9, 1956. pp. 7 München (G)

2.A.22.*
3 experiences sur l'utilisation des techniques audio-visuelles pour l'enseignement de la geographie et des sciences naturelles dans les classes du premier degre. (Three experiments on the use of audio-visual techniques in the teaching of geography and natural history at the primary school level).

Leboutet, H. et L. : Lefranc, R. : Nozet, H.

Cahiers du cinema educatif 1949, I juin.
Bulletin de recherche du Centre Audio-Visuel R 1-2, 1949, pp. 17. (F)

2.A.23.
Ein Testversuch mit Bildreihen über die USA. (An experiment with a picture series on the U.S.A.).

Lehovec, O.

Film Bild Ton, XI/3, 1961, pp. 5. München (G)

2.A.24.
Ein Beitrag zur Verwendung von Lichtbildern im Erdkundeunterricht. (Contribution to the use of slides in Geography teaching).

Lehovec, O.

Film Bild Ton, X/5, 1960. pp. 6. München (G)

2.A.25.
Diapozitiv jake vyucovaci pomucka. (The slide as a teaching aid).

Lepil, O.

Prirodni vedy ve skole, roc. 10/1960, c.4, s.338-342 (C)

2.A.26.*
Diafilm v hodinach ruske literatury. (The filmstrip in the lessons on Russian literature).

Lepilova, K.

Rusky Jazyk, roc. 11/1961/, c.8. s.352-359. (C)

2.A.27.
Epidiaskop no hodinach matematiky. (Slides in lessons on mathematics).

Mackovych, A. aj.

Matematika ve skole, roc. 12/1961, c.2, s.103-108. (C)

2.A.28.
Un montage audio-visuel dans le cadre de l'education permanente - realisation - exploitation. (The production and use of audio-visual aids in education).

Mercier, B.

Memoire dactylographie Saint-Cloud Centre Audio-Visuel 1960-1961, 2 volumes. (F)

2.A.29.
Das Bild als Arbeitsmittel im Erdkundeunterricht. (Pictures as a means of teaching geography).

Mittermeier-Zerle, A. : Orth, G.

Welt der Schule, 5/1952, pp. 5. München (G)

2.A.30.
Das Lichtbild in der Schule. (The use of slides in the school).

Nitzschke, H.

Film Bild Ton, VI/9, 1956, pp. 6. München (G)

2.A.31.
Specificke vlastnosti diafilmu. (Specific qualities of filmstrips).

Petrikova-Ryndova, L.

Mladez vyzadujici zvlastni pece, roc. 1/1958/, c.5, s. 177-182 (C)

2.A.32.
Dalsi zkusenosti s diafilmem pri vyucevani cizim jazykum. (The use of filmstrips in the teaching of foreign languages).

Peprnik, J.

Cizi jazyky ve skole, roc. 3/1959/, c.4, s. 173-176. (C)

2.A.33.
Das Lichtbild im Geschichtsunterricht. (Slides in the teaching of history).

Rainer, E.

S.H.B-Film-Post, 83/1960, pp. 4. Wien (A)

2.A.34.
Efficacite de l'image et liaison de l'image au texte dans la methode audio-visuelle d'enseignement rapide du francais. (The efficiency of the image and the fusion of image and text in audio-visual methods of rapid instruction in French).

Revel, J.

Memoire dactylographie Saint-Cloud, Centre Audio-Visuel, 1959 (F)

2.A.35.
An investigation into the use of visual aids in the teaching of French.

Richardson, G.

Thesis for M.A. degree, Sheffield University, 1956, (unpublished) (U.K.)

2.A.36.
Marchen mit Lichtbild. (Fairy tales with slides).

Ruprecht, H.

Film Bild Ton, V/11, 1956. pp. 4. München (G)

2.A.37.
Das Lichtbild im Dienste des Unterrichtes. (The slide in the service of teaching).

Sagasser, G.

Pädagogische Welt, 9/1955, pp. 18. Donauwörth (G)

2.A.38.
Lichtbilder zur Schulmathematik. (Slides for mathematics at school).

Schmitt, K. D.

Film Bild Ton, IX/11, 1960, pp. 6 München (G)

2.A.39.
Das Bild im Englischunterricht der Volksschule.
(Pictures for teaching English in elementary schools).

Schwarts, E.

Pädagogische Rundschau, 6/1951, pp. 4. Ratingen (G)

2.A.40.
An experimental and critical investigation into the efficiency of pictorial aids in education with differing age groups.

Vasishta, V. A.

Thesis for M.A. degree. University of London, 1958, (unpublished) (U.K.)

NON PROJECTED MEDIA (charts, models, reliefs, flannelgraphs etc.)

3.A.1.
Die stumme Karte. (The silent map).

Adam, H. G.

Die Scholle, 22/1954, pp. 3. Ansbach (G)

3.A.2.
An investigation into the effect of visual aids on the retention and understanding of stories in scripture lessons.

Asbury, G.

Dissertation for Diploma in child psychology, Birmingham University, pp.71, 1960/61, (unpublished) (U.K.)

3.A.3.
An investigation into the relative value of two and three dimensional visual aids in the teaching of physical geography.

Bacon, E. S.

Thesis for M.A. degree, University of London, 1952 (unpublished) (U.K.)

3.A.4.
Archive teaching units.

Batho, G. R.

Visual Education, December 1958, p. 8-10. London (U.K.)

3.A.5.*
Experimental education : Audio Visual methods.

Bedri, M. B.

Thesis for degree of Ph.D., University of Leicester, 1961 (unpublished) (U.K.)

3.A.6.
Reliefgestaltung in der Kiesgrube. (Form in relief in the gravel-pit).

Bentrup, H.

Die neue Volksschule, 6/1954-55, pp. 5. Bonn (G)

3.A.7.
Wir bauen einen Globus. (We are constructing a globe).

Bentzien, K.

Welt der Schule, 8/1955, pp. 3 München (G)

3.A.8.*
What I know about making drawings for children.

Bethers, R.

Visual Education : October 1956. London (U.K.)

3.A.9.
Selbstangefertigte Glasbildreliefs. (Hand-made glass pictures in relief).

Feinauer, W. : Mayer, K.

Die Schulwarte, 6/1953, pp. 3. Stuttgart (G)

3.A.10.
Die Herstellung eines Heimatreliefs. (Production of a relief map of the home country).

Gerbershagen, P.

Schola, 6/1951, pp. 4. Frankfurt a.M. (G)

3.A.11.
Die bildhafte Kartographie. (Pictorial cartography).

Goeken, J.

Pädagogische Rundschau, 6/1951-52, pp. 12. Ratingen (G)

3.A.12.
Flanelograf - nova nazorna pomucka. (The flannel board - a new teaching aid).

Gorcica, V.

Ucebne pomocky v skole, roc. 3/1959/, c.1, s. 21-26. (C)

3.A.13.
Enquete sur la contribution du tableau de feutre a l'enseignement de la langue anglaise. (An enquiry into the contribution of the Flannelgraph in the teaching of English).

Guenot, J.

Centre Audio-Visuel de l'Ecole Normale Superieure de Saint-Cloud (F)

3.A.14.*
The effect of names and titles upon the serial reproduction of pictorial and verbal material.

Hall, K. R. L.

British Journal of Psychology, Vol. XLI, 1950, p. 109-121 (U.K.)

3.A.15.
Selbstanfertigung eines Gemarkungsreliefs. (Hand made boundary relief maps).

Hanssum, H.

Die Schulwarte, 5/1952, pp. 3. Stuttgart (G)

3.A.16.*
La Lecture du Visuel. (The visual lecture).

Hasle, J.

Courrier de la Recherche Pedagogique No. 10, Sept. 1959 (F)

3.A.17.
Die Herstellung eines Reliefs. (How to make a relief map).

Hebell, F. K.

Westermanns Padagogische Beitrage, 3/1951, pp. 6. *Braunschweig. (G)*

3.A.18.
Uber die Aufgaben der Heimatkarte. (Possibilities of the map of the home country).

Hornberger, T.

Die Schulwarte, 5/1952, pp. 7. Stuttgart (G)

3.A.19.
An examination of the contribution made by a picture series in developing power to write French composition.

Ilsley, P. G.

Thesis for M. A. degree. University of London, 1956 (unpublished) (U.K.)

3.A.20.
Der Weg zur Karte. (The way to maps).

Kampmeier, H.

Westermanns Padagogische Beitrage, 3/1953, pp. 11.
Braunschweig. (G)

3.A.21.
Die Sonderkarten. (Special maps).

Klenk, H.

Padagogische Welt, 6/1952, pp. 9. Donauworth (G)

3.A.22.
Die Umrisskarte im Unterricht. (The contour map for teaching purposes).

Koerner, G.

Die Schulwarte, 8/1955, pp. 4. Stuttgart (G)

3.A.23.*
Pictorial methods.

Laner, S. : Sell, R. E.

Occupational Psychology, July 1960, Vol. 24, p. 153-167
(U.K.)

3.A.24.*
An experimental study of Pictorial methods of instruction.

Laner, S.

Thesis for Ph.D. degree, University of Reading, 1956
(unpublished) (U.K.)

3.A.25.*
Recherche sur l'utilisation document image en geographie. (Research on the use of illustrations in geography).

Lefevre, L.

Courrier de la Recherche Pedagogique, April 1961, p. 40-63 (F)

3.A.26.
Das erste Einfuhren in das Kartenverstandnis. (First introduction to map-reading).

Mayer, K.

Die Schulwarte, 3/1950, pp. 4. Stuttgart (G)

3.A.27.
Der Globus. (The globe).

Mueller, E.

Blatter fur Lehrerfortbildung, 6/1953-54, pp. 6. Aachen (G)

3.A.28.
Die Phantasiekarte. (The symbolic map).

Odenbach, K.

Die neue Volksschule, 5/1953, pp. 8. Bonn (G)

3.A.29.
An investigation into the comparative efficiency of three methods of presenting material in diagrammatic form to pupils of secondary school age.

Parkin, S. J.

Thesis for M.A. degree, University of London, 1952 (unpublished) (U.K.)

3.A.30.
Herstellung und Verwendung selbstgemachter Wandkarten. (Production and use of hand-made wall maps).

Planck, R.

Padagogische Arbeitsblatter, 7/1955, pp. 5. Ludwigsburg (G)

3.A.31.
Schemy diagramy a grafy ako ucebne pomocky pre vyucovanie chemie. (Diagrams and graphs as teaching aids in the teaching of chemistry).

Schwendtova, M.

Ucebne pomocky v skole, roc. 3/1959/, c.2, s.17-26, c.3, s.17-27. (C)

3.A.32.
Le tableau de feutre au service d'une methode de langage pour le Laos. (Use of flannelgraph for teaching languages in Laos).

Servoin, G.

Memoire dactylographie Saint-Cloud, Centre Audio-Visuel, 1960-1961. (F)

3.A.33.
Model making in School.

Sewell, G. K.

National Committee for Audio-Visual Aids in Education, pp.52 1961, London. (U.K.)

3.A.34.
Funkce obrazu ve vyucovani cizim jazykum. (The function of the picture in the teaching of foreign languages).

Spaleny, E.

Cizi jazyky ve skole, roc.4/1960/61/, c.3, s.105-113 (C)

3.A.35.
Vom Sandkasten zur Karte. (From the sand tray to the map).

Stroeher, P.

Schola, 7/1952, pp. 4. Frankfurt a.M. (G)

3.A.36.
Skelni tabule magneticka. The magnetic blackboard).

Tomasek, K.

Ucebni pomucky ve skole a v osvete, 1962, c.6, s.81-82 (C)

3.A.37.*
Learning from graphical material.

Vernon, M.D.

British Journal of Psychology, Vol. 36, Part 3, 1946, p. 145-158. (U.K.)

3.A.38.*
The Visual Presentation of Factual data.

Vernon, M. D.

British Journal of Educational Psychology, Vol. 20, Part 3, Nov. 1950, p. 174-185. (U.K.)

3.A.39.*
Learning and Understanding.

Vernon, M. D.

Quarterly Journal of Experimental Psychology, Vol. 3, 1951, p. 19-23. (U.K.)

3.A.40.*
The use and value of graphical methods of presenting quantitative data.

Vernon, M. D.

Occupational Psychology, Vol. 26, 1952, p. 22-34 and p. 96-100. (U.K.)

3.A.41.*
The value of pictorial illustration.

Vernon, M. D.

British Journal of Educational Psychology, XXIII, 1953, p. 180-187. (U.K.)

3.A.42.*
The instruction of children by pictorial illustration.

Vernon, M. D.

British Journal of Educational Psychology, Vol. XXIV, 1954, p. 171-179. (U.K.)

3.A.43.*
The value of graphical material.

Vernon, M. D.

Medical and Biological Illustration, Vol. IV, No. 4, October 1954, p. 203-212. (U.K.)

3.A.44.
Die plastische erdkundliche Arbeitskarte. (Three-dimensional working maps for geography teaching).

Wagner, H.

Die neue Landschule, 5/1954-55, pp. 6. Stuttgart (G)

3.A.45.
Bildkarten. (Pictorial maps).

Wommelsdorff, O.

Westermanns Pädagogische Beiträge, 3/1951, pp. 7.
Braunschweig. (G)

3.A.46.
Wesen, Wert und Grenzen der Bildkarten. (The essence, value and limitations of pictorial maps).

Ziegler, H.

Unsere Schule, 10/1955, pp. 5. Hannover (G)

4.A.1.
Uns fehlt ein Schulmuseum. (We need a School Museum).

Beranek, R.

Erziehung und Unterricht, 3/1956, pp. 3. Wien (A)

4.A.2.
A study of children's interests and comprehension at a Science Museum.

Brooks, J. A. M.

British Journal of Psychology, Volume XLVII, 1956,
p. 175-182 (U.K.)

4.A.3.
Museum Adventure.

Harrison, M.

University of London Press Ltd., 1950, pp. 176. (U.K.)

4.A.4.
Educational Experiment, 1941-1951.

Honeyman, T. J.

Corporation of the City of Glasgow, Glasgow Art Gallery and Museums, 1951, pp. 67 (U.K.)

4.A.5.
An investigation into the relative values of certain methods of using a museum in teaching the history of the home and of family relationships to secondary modern school children.

Jordan, A. A.

Thesis for M.A. degree, University of London, 1952
(unpublished) (U.K.)

4.A.6.
Auch ein Naturalienkabinett - aber anders! (Also a natural history museum, but different).

Leicht, W. H.

Welt der Schule, 3/1950, pp. 5. München. (G)

4.A.7.
Das Museum als Arbeitsmittel der Schule. (The museum as a teaching device for schools).

Meyer, A.

Welt der Schule, 6/1953, pp. 3. München. (G)

4.A.8.
Neue Arbeitsmittel für den Naturkundeunterricht. (New teaching devices for the teaching of physics).

Patzelt, H.

Blätter für Lehrerfortbildung, 3/1950-51, pp. 2. Aachen (G)

4.A.9.*
Methods of assessing the value of Exhibitions.

Sheppard, D.

British Journal of Educational Psychology, Volume 30, 1960 p. 259-264. (U.K.)

4.A.10.
A psuchological investigation into the value of museum visits in the teaching of secondary modern science.

Stockwell, F. J. G.

Thesis for M.A. degree. University of London, 1955 (unpublished) (U.K.)

4.A.11.

The Museum; its history and its tasks in education.

Wittlin, A. S.

Book, pp. 280, published by Routledge and Kegan Paul, Ltd., 1949. (U.K.)

5.A.1.
Perception and interpretation of cinematographic images with children.

Albertini, L. : Caruse, A. P.

Congres international de psychotechnique : pp. 16 1949
Bern (I)

5.A.2.
A study of perception and its relation to the art expression of a group of adolescents.

Barney, W. D.

Thesis for Ph.D. degree. University of London, 1952
(unpublished) (U.K.)

5.A.3.
Some factors affecting response in recognition tests.

Belbin, E. : Cane, V. R.

Quarterly Journal of Experimental Psychology: Volume 8:
p. 45-53 (U.K.)

5.A.4.
Some effects of noise on visual performance.

Broadbent, D. E.

Quarterly Journal of Experimental Psychology: Volume 6:
p. 1-5. (U.K.)

5.A.5.
Unterschiede der Verständlichkeit eines filmisch und sprachlich dargebotenen Handlungsverlaufs. (Differences of intelligibility of an action when presented verbally or by a film).

Böhm, W.

Dissertation. pp. 142 1954 Wien (A)

5.A.6.
Der fruchtbare Moment im Bildungsprozess. (The fruitful moment in the process of education).

Copei, F.

Kerle-Verlag. pp. 112. Heidelberg 1950 (G)

5.A.7.
Reading and the psychology of perception.

Diack, H.

Peter Skinner Publishing Ltd. 1960 pp. 155 (U.K.)

5.A.8.
The relation between angle of display and performance in a prolonged visual task.

Fraser, D. C.

Quarterly Journal of Experimental Psychology: Volume II
p. 176-181 (U.K.)

5.A.9.
On the figural after-effect.

George, F. H.

Quarterly Journal of Experimental Psychology: Volume V.
p. 128-135 (U.K.)

5.A.10.
Speech production and the predictability of words in context.

Goldman-Eisler, F.

Quarterly Journal of Experimental Psychology: Volume X
1958 p. 96-106 (U.K.)

5.A.11.
The after-effect of seen movement on a plain field.

Grindley, G. C.

Quarterly Journal of Experimental Psychology: Volume V.
p. 183-184 (U.K.)

5.A.12.
An examination and analysis of individual differences in Visual Perception in some junior school children.

Harrison, C.

Thesis for M.Ed. degree: University of Leicester, 1962
(unpublished) (U.K.)

5.A.13.
Non random sequences in visual threshold experiments.

Howarth, C. I. : Balmer, M. G.

Quarterly Journal of Experimental Psychology, Volume V.
p. 163-171 (U.K.)

5.A.14.
Visual factors in Auditory localization.

Jackson, C. V.

Quarterly Journal of Experimental Psychology. Volume V
p. 52-65 (U.K.)

5.A.15.*

Observer error. Its bearing in teaching.

Johnson, M. L.

The Lancet. August 1955. p. 422-424 (U.K.)

5.A.16.

Perception and interpretation.

Johnson, M. L.

Health Education Journal. Volume XIII, No. 1 p. 7-16 (U.K.)

5.A.17.

An experimental synthesis of the Associationist and Gestalt accounts of perception of size, Parts I, II & III.

Joynson, R. B.

Quarterly Journal of Experimental Psychology, Volume X, 1958 p. 65-76; p. 142-154. Volume XII, p. 221-230. (U.K.)

5.A.18.

Different thresholds for recognition - further experiments in interpolated recall and recognition.

Kay, H. : Skamp, R.

Quarterly Journal of Experimental Psychology. Volume VIII p. 153-162 (U.K.)

5.A.19.

Eine neuezeitliche Theorie des Lernens, (A modern theory on the process of learning).

Kilpatrick, W.

Bildung und Erziehung, 4/1951, Wien pp. 15. (A)

5.A.20.
Die Aktualgenese der Wahrnehmung im Film. (The process of perception in the film).

Knab-Barnwell, A. H.

Dissertation, Universitat Heidelberg, 1950. pp. 123 (G)

5.A.21.
Perception of sequence in auditory events.

Ladefoged P. : Broadbent, D. E.

Quarterly Journal of Experimental Psychology, Volume XII, 1960 (U.K.)

5.A.22.
The perception of three dimensional solids.

Langdon, J.

Quarterly Journal of Experimental Psychology. Volume VII. p. 133-145. (U.K.)

5.A.23.
Further studies in the perception of a changing shape.

Langdon, J.

Quarterly Journal of Experimental Psychology. Volume V. p. 89-101 (U.K.)

5.A.24.
The perception of a changing shape.

Langdon, J.

Quarterly Journal of Experimental Psychology. Volume III. p. 157-165 (U.K.)

5.A.25.*
Etude comparative de la perception du positif sur papier et de l'image fixe projetee sur ecran. (A comparative study of the perception of photographs and projected still pictures).

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel R.4, pp. 19.
1955 (F)

5.A.26.*
Perception d'images fixes dans differentes conditions. (Perception of still pictures under different conditions).

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel, R.6, pp. 11.
1955 (F)

5.A.27.
Strukturanalyse der Binokularen tiefenwahrne-hmung. Eine Experimentelle Untersuchung. (Analysis of the structure of the binocular perception of depth).

Linschoten, J.

Doctoral Thesis. University of Utrecht. 1956 (H)

5.A.28.
The breakdown of vigilance during prolonged search.

Mackworth, N. H.

Quarterly Journal of Experimental Psychology. Volume I
p. 6-21. (U.K.)

5.A.29.
The learning effects of pictures.

Magne, O.E.F. : Parknas, L.

Skola och Samhalle, 1960 : 2 p. 55-71. (S)

5.A.30.*
Perception of projected documents and audio-visual techniques.

Malandain, C.

UNESCO seminar. 3-12 May, 1962. Caen (F)

5.A.31.*
Children's perception of filmstrips.

Malandain, C.

Centre de Recherche et d'etude pour la Diffusion du Francais
(C.R.E.D.I.F.) Paris (F)

5.A.32.
Gesetze des Sehens. (Laws of visual perception).

Metzger, W.

Kramer-Verlag, Frankfurst a.M. 1953 pp. 470 (G)

5.A.33.*
Horerlebnis und akustische Anschauung. (Listening and audio intuition).

Schneider, W.

Film Bild Ton, IV/8, 1954. Munchen pp. 5 (G)

5.A.34.*
Psychologie des Filmerlebens in Kindheit und Jugend.
(Psychology of film-viewing during childhood and youth).

Stuckrath, F. : Schottmayer, G.

Schropp'scher Lehrmittel-Verlag, Hamburg 1955, pp. 172 (G)

5.A.35.
Visual illusion and figural after-effect, with and without fixation.

Summerfield, A. : Miller, K.

Quarterly Journal of Experimental Psychology, Volume VII
p. 149-158 (U.K.)

5.A.36.
Contextual clues in Selective Listening.

Treisman, A. M.

Quarterly Journal of Experimental Psychology. Volume XII
p. 242-248 (U.K.)

5.A.37.*
A further study of Visual Perception.

Vernon, M. D.

Book, pp. 289 Cambridge University Press, 1952 (U.K.)

5.A.38.*
The development of Perception in Children.

Vernon, M. D.

Educational Research Volume III, No. 1, p. 2-11
(published by National Foundation for Educational Research)
(U.K.)

5.A.39.
Estimation of the position of a tactile stimulus in a repeated auditory pattern.

Welford, N. T.

Quarterly Journal of Experimental Psychology, Volume I
p. 180-182 (U.K.)

5.A.40.

Das Erleben eines stehenden Bildes und seine Beziehung zum Filmerleben. (The experience of seeing a slide picture and its relation to film experience).

Wölker, H.

Film Bild Ton, VI/11, 1957, München, pp. 4. (G)

6.A.1.
Der Schulfunk im Naturlehreunterricht der Mittelschule. (The part of school broadcasting in the teaching of physics in the Secondary School).

Ambros, H.

Prufungsamt beim Oberschulamt Nordwurttemberg, Stuttgart, n.d. pp. 42. (G)

6.A.2.
Metoda vychovy rozhlasom. (The method of education by radio).

Bagel, V.

Ucebne pomocky v skole, roc 4/1960/, c.4, s.6-12, roc. 5/1961/, c.1, s.6-12. (C)

6.A.3.
Der Schulfunk im Biologieunterricht. (School broadcasting for teaching Biology).

Ballert, H.

Prufungsarbeit, Padagogische Hochschule Flensburg, pp. 39, 1956. (G)

6.A.4.
Was erwartet der Erzieher von den volksmusikalischen Sendungen des Rundfunks? (What does the teacher expect from the broadcasting of folk music?)

Balzereit, P.

Prufungsarbeit, Padagogische Hochschule Flensburg, pp. 38 1955 (G)

6.A.5.
Facts and figures about viewing and listening.

Booklet of twelve charts with a commentary.

B.B.C. Audience Research Department. (U.K.)

6.A.6.*
An enquiry into the comprehensibility of "Topic for Tonight".

Belson, W. A.

B.B.C. Audience Research Department. Report No. L.R./52/1080, July 1952, pp. 56. (U.K.)

6.A.7.
Radio scolaire et projection fixe. (School Broadcasts and filmstrips).

Besson, P.

Documents pour la classe, 1961, 89, p. 3-4 (F)

6.A.8.
Der Schulfunk im Unterricht der Volksschule. (School broadcasting as a means of teaching in the elementary school).

Boettger, G. H.

Prufüngsamt des Regierungsprasidiums Wiesbaden, pp. 75, 1953. (G)

6.A.9.*
Ambiguite des bruitages et imaginaires sonores. (Ambiguity of sound effects and imaginary sounds).

Bresson, F.

Cahiers d'etudes de radio-television, 1956, pp. 7 270-280 (F)

6.A.10.
Grundlegende Untersuchungen uber den Schulfunk, unter besonderer Berucksichtigun des Geschichtsunterrichts. (Fundamental investigations on school broadcasting taking into special account the teaching of history).

Bretz, H.

Prufungsarbeit, Padagogische Hochschule Trier, n.d. pp. 62 (G)

6.A.11.*
De Luidspreker in de School. (The loudspeaker in the Classroom).

Brouwer, W. M.; Machlielsen, E.; Post, P.; Scheffer, M.C.J.

Amsterdam, 1954, pp. 130 (H)

6.A.12.
1000 Schulen. (1000 Schools).

Buhse, J.

Schulfunk des Hessischen Rundfunks, IX/4, pp. 27, 1954, Frankfurt a.M. (G)

6.A.13.
Der Schulfunk im Deutschunterricht der Volksschule. (School broadcasting and the teaching of German language in the elementary school).

Carstensen, U.

Prufungsarbeit, Padagogische Hochschule, Kiel, pp. 69, 1953. (G)

6.A.14.
3,000 jeunes nous parlent de radio de television et de cinema. (3,000 children discuss radio, television and the cinema).

Courtois, R.

Techniques de diffusion collective, 1960, 3, p. 82-88 (F)

6.A.15.
L'Influence sur l'enfant des grands moyens d'expression de la pensee: presse, cinema, radio, television.

David, M.

Pour l'enfant....vers l'homme, 1957, I, pages 15-24 (F)

6.A.16.
Les problemes psychopedagogiques de l'enfant auditeur. (Psychological problems of the young listener).

Debesse, M.

Cahiers d'etudes de radio; television, 1957, 13, p. 10-28 (F)

6.A.17.
Reponse a une enquete: que pense-t-on de la radio scolaire? (Response to enquiry - What do you think of School Broadcasts?)

Decaigny, T.

Education tribune libre, 1951, II (F)

6.A.18.
Radiomusik, ein Verdummungsmittel oder ein Bildungsmittel. (Radio music - a means to make people stupid or to educate them).

Dittling, G.

Prufungsarbeit, Oberschulamt Nordwurttemberg, Stuttgart, n.d., pp. 39. (G)

6.A.19.
La radio et les enfants. (Radio and Children).

Donnay, S.

Nouvelle revue pedagogique belge. Tome VII 1951-1952, 8 (F)

6.A.20.
Schulfunk im Unterricht. (School broadcasting in education).

Drager, H. G.

Prufungsamt beim Regierungsprasidium in Kassel, pp. 42, 1953. (G)

6.A.21.
Die Schulfunksendung "Aufstand gegen Gott" im Urteil des Religionslehrers. (The opinion of the teacher of religion in the school radio programme "Revolt against God").

Eberlein, P. G.

Schulfunk des Suddeutschen Rundfunks, XI/4, pp. 15, 1958, Stuttgart. (G)

6.A.22.
Die Schulfunksituation im Kreise Rotenburg a.d. Fulda. (The school broadcasting situation in the district of Rotenburg on the Dulda).

Etzbach, U.

Prufungsarbeit an der Padagogischen Hochschule, Jugenheim (Bergstrasse) pp. 63, 1956. (G)

6.A.23.
Die Schulfunksituation im Kreis Budingen. (The School broadcast situation in the district of Budingen).

Ferch, W.

Prufungsarbeit, Padagogische Hochschule Jugenheim/ Bergstrasse, pp. 24, 1956. (G)

6.A.24.
Funf Jahre Schulfunk in Hessen. (Five years of school broadcasting in Hessen).

Fischer, E. K.; Hausmann, G., ; Schneider, W.

Verlag Josef Knecht, pp. 158, 1951, Frankfurt a.Main (G)

6.A.25.
Der Rundfunk als Volksbildner. (The radio as a means of popular education).

Fischer, E. K.

Material - und Nachrichtendienst der Arbeitsgemeinschaft deutscher Lehrerverbande, XI/97, pp. 136, 1960, Frankfurt a.M. (G)

6.A.26.*
Schulfunk und Tonband. (School broadcasting and tape recorder).

Foerster, O.

Heering-Verlag, Seebruck/Chiemsee, 1953, pp. 96. (C)

6.A.27.*
A survey of the extent to which school children listen to and appreciate B.B.C. programmes and its relationship to their acquisition of knowledge.

Garland, G. R.

Thesis for M.A. degree, University of London, 1951 (U.K.)

6.A.28.
Religioser Schulfunk - Versuche und Erfahrungen. (Religious school broadcasting programmes - experiments and experience).

Gerhardt, P.

Heft 3 der Schriftenreihe der Evangelischen Akademie fur Rundfunk und Fernsehen in Iserlohn, Witten/Ruhr 1956, pp. 18. (G)

6.A.29.
L'Utilisation des moyens audio-visuals dan les establissements du premier degre dans un milieu rural (departement de l'Ain). (The use of audio-visual aids in rural junior schools).

Giraud, J.

Bulletin de l'ecole pratique de Lyon, 1960, 2; 1961, 4-5, p. 413-416. (F)

6.A.30.
Schulfunk im Unterricht - Aber wie? (School broadcasting in education - but in which way?)

Gregora, F.

Osterreichischer Bundesverlag fur Unterricht, Wissenschaft und Kunst, Wien, pp. 79, 1955. (A)

6.A.31.
Schneiders Aufmerksamkeitstest beim Empfang von Schulfunksendungen in seiner Bedeutung fur die praktische Arbeit mit dem Schulfunk. (Schneider's attention test in listening to school programmes and its importance for the practice of school broadcasting).

Heerwig, R.

Prufungsarbeit, Padagogische Hochschule Flensburg, pp. 54, 1955. (G)

6.A.32.*
Der Schulfunk - Geschichte, Wesen und Wirkungen, Bibliographie. (School broadcasting - its history, nature and effect).

Heinrichs, H.

Verlag der Padagogischen Akademie, Aachen, pp. 105, 1956 (G)

6.A.33.*
Die Praxis des Schulfunks. (School broadcasting in practice).

Heinrichs, H.

Verlag Neue Deutsche Schule, Essen 1958, pp. 165. (G)

6.A.34.
Der Schulfunk und seine Verwendung im Unterricht. (School broadcasting and its use in education).

Hirner, J.

Prufungsarbeit, Padagogisches Institut Schwabisch Gmund, pp. 46, 1956. (G)

6.A.35.*
Psychologische Untersuchung von Schulfunksendungen durch das Psychologische Institut der Universitat Tubingen. (Psychological investigations into school broadcasting programmes carried out by the Institute of Psychology, University of Tubingen).

Hohn, E.

Schulfunk des Suddeutschen Rundfunks, VIII/4, pp. 8, 1955, Stuttgart. (G)

6.A.36.
Kind und Radio. (Child and radio).

Holzamer, K.

Ernst Klett Verlag, Stuttgart, pp. 56, 1954. (G)

6.A.37.
Der Schulfunk im Dienste des sozialkundlichen Unterrichts meiner Volksschul-Mittelstufe. (The use of school radio for civics teaching in the middle forms of many elementary schools).

Holzle, R.

Prufungsamt, Regeirung von Schwaben, Augsburg, pp. 91, 1960. (G)

6.A.38.
La radio dans la famille. (Radio and the family).

Dr. Honore; Prost, R.

L'Ecole des parents, 1958, 2. (F)

6.A.39.
Der Schulfunk im neuzeitlichen Biologieunterricht der Volksschule. (School broadcasting and modern teaching of biology).

Jakob, H.

Prufungsarbeit der Padagogischen Hochschule Gottingen, pp. 19, 1952. (G)

6.A.40.
Gefahrenmomente beim Radiohoren des Volksschulkindes und ihre Behebung. (Dangers in listening to the radio by elementary school children and the removal of these dangers).

Kaumann, E. U.

Zulassungsarbeit, Padagogische Hochschule Karlsruhe, pp. 32, 1960. (G)

6.A.41.
Kleine Schulfunkpraxis. (A short manual for school broadcasting).

Keidel, G.

Ehrenwirth-Verlag, Munchen, pp. 55, 1950. (G)

6.A.42.
Der Rundfunk - Unterlagen fur eine Behandlung in der Schule. (The radio - materials for dealing with school broadcasting).

Knies, A.

Prufungsarbeit, Padagogische Hochschule Jugenheim/ Bergstrasse, pp. 54, 1951. (G)

6.A.43.
Der Schulfunk. (School Broadcasting).

Kob, J. P.

Dissertation, Universitat Kiel, pp. 190, 1954. (G)

6.A.44.
Schulfunk und Tonband als Hilfsmittel fur den Musikunterricht. (The school broadcasts and sound recording as an aid in teaching music).

Lieser, G.

Prufungsarbeit, Padagogische Hochschule 1957, pp.52, Aachen (G)

2

6.A.45.
Der Schulfunk als Hilfsmittel meines Unterrichts.
(School broadcasting as an aid in my teaching).

Lade, H.

Prufungsarbeit, Padagogische Hochschule Flensburg, pp. 46, 1949. (G)

6.A.46.*
Teaching by Radio and Television: a comparative study.

Malmquist, E.

National School for Educational Research, Linkoping, Sweden. (S)

6.A.47.
Methodische Hinweise fur die Verwendung des Schulfunks.
(Methods for the use of school broadcasting programmes).

Mack, W.

Prasenzbibliothek, Oberschulamt Tubingen, pp. 64, 1959 (G)

6.A.48.
Darstellungsform des Schulfunks. (The forms of school broadcasting programmes).

Maeck, H.

Zulassungsarbeit, Padagogische Hochschule Gottingen, pp. 42, 1955. (G)

6.A.49.*
Radio preferences of Adolescents and Children.

McKeller, P. : Harris, R.

British Journal of Educational Psychology, Vol. XXII, 1952, p. 101-113. (U.K.)

6.A.50.
Der Schulfunk als Unterrichts - und Erziehungsmittel. (School Broadcasting as an aid to teaching).

Nennstiel, I.

Zulassungsarbeit, Padagogische Hochschule Jugenheim/ Borgstrasse, 1953, pp. 35. (G)

6.A.51.
Immediate memory of a Broadcast Feature Programme.

Nias, A. H. W. : Kay, H.

British Journal of Educational Psychology, Vol. XXIV, Part III, p. 154-163. (U.K.)

6.A.52.
Poslech rezhlasu na narodnich skolach. (Listening to radio in primary schools).

Novakova, E.

Komensky, roc.78/1954/, c.10, s.779-783. (C)

6.A.53.*
Etude sur la mesure de l'interet de l'auditeur. (Measuring the interest quotient of the listener).

Oleron, G.

Cahiers d'etudes de radio-television, 1959, 23, p. 257-283 (F)

6.A.54.*
Sur l'ambiguite des effets de prestige. The ambiguity of prestige effects).

Oleron, P.

Cahiers d'etudes de radio; television, 1959, 24, p.388-392 (F)

6.A.55.*
Etude sur l'efficacite de l'ecoute a la radio. (Study on the effectiveness of listening to radio).

Oleron, G.

Cahiers d'etudes de radio-television, 1954, I, p. 39-75 (F)

6.A.56.
Schulfunk und Religionsunterricht. (School broadcasting and the teaching of religion).

Oosting, J.

Prufungsarbeit, Padagogische Hochschule, Flensburg, 1954, pp. 64. (G)

6.A.57.
Der Schulfunk als Veranschaulichungs - und Arbeitsmittel im Geschichtsunterricht. (School broadcasting as a visual aid and teaching device in the teaching of history).

Ostermann, H.

Prufungsarbeit, Padagogische Hochschule, Trier n.d. pp.49 (G)

6.A.58.
Schulfunk und Geschichtsunterricht. (School broadcasting and history teaching).

Riemeier, E.

Prufungsarbeit, Padagogische Hochschule, Bielefeld, 1951, pp. 51. (G)

6.A.59.*
Erinnerungsvermogen nach Schulfunk - und Tonbandsendungen. (Memory recall after school broadcasts).

Ruprecht, H.

Padagogische Hochschule Heidelberg. (Privately published) pp. 48, 1955. (G)

6.A.60.
Mein Weg zur Arbeit mit dem Schulfunk mit einer siebten Madchenklasse. (My way of teaching a class of the seventh form (girls) with the aid of school radio).

Sautter, H.

Prufungsarbeit beim Oberschulamt Nordwurttemberg, Stuttgart, n.d. pp. 41 (G)

6.A.61.
Horerlebnis und Aufnahmesituation beim Schulfunk. (The attitude of the child in listening to school broadcast programmes).

Schneider, W.

Schulfunk des Hessischen Rundfunks, IX/4, pp. 34, 1954 (Ferienheft), Frankfurt a. M. (G)

6.A.62.
Moglichkeiten und Grenzen der Unterrichtsgestaltung mit Hilfe des Schulfunks. (Possibilities and limitations of teaching with the help of the school broadcast).

Schlappner, L.

Prufungsamt des Regierungsprasidiums, Darmstadt, pp. 53, 1956. (G)

6.A.63.
Wege zur Methodik des Schulfunks. (Ways leading to the right methods of school broadcasting).

Schneider, H.

Orbis-Verlag, Berlin, pp. 182. (G)

6.A.64.
School Broadcasts: A sample study from the listeners' end.

Pamphlet, pp. 42, Her Majesty's Stationery Office, 1952 (U.K.)

6.A.65.
School Broadcasting: A series of studies carried out by the School Broadcasting Council for the United Kingdom.

Modern Languages and School Broadcasting, pp. 22, 1952
English and Broadcasting in Secondary Schools, pp. 34, 1951
English and Broadcasting in Primary Schools, pp. 30, 1951
History and School Broadcasting, pp. 30, 1957
Geography and School Broadcasting, pp. 34, 1952
Social Studies in Secondary Schools, pp. 34, 1950 (U.K.)

6.A.66.
Unterrichtliche und erziehliche Werte durch Schulfunk. (Teaching and educational values of school broadcasting).

Schroder, C.

Prufungsarbeit, Padagogische Hochschule Kiel, pp. 49, 1951 (G)

6.A.67.
Das akustische problem in Schulfunksendungen von der Produktion bis zum Abhoren in der Klasse. (Acoustical problems in school broadcasting in production and in listening in the classroom).

Schwenger, H.

Prufungsamt des Oberschulamtes Nordwurttemberg, pp. 34, Stuttgart, n.d. (G)

6.A.68.
Wir horen den Schulfunk. (We listen to the school broadcast).

Simon, A.

Oldenbourg-Verlag, Munchen, pp. 127, 1955. (G)

6.A.69.*
To examine the efficiency of schools broadcasts.

Solustri, A.

Chiaravalle, Ancona (unpublished) (I)

6.A.70.
Der Schulfunk und seine Verwendung im Unterricht. (School broadcasting and its application in education).

Stenzel, C.

Prufungsamt des Oberschulamtes Nordwurttemberg, Stuttgart, n.d., pp. 34. (G)

6.A.71.
Die Erziehung zum Horen durch den Rundfunk. (Education for listening by the radio).

Storms, G.

Prufungsarbeit, Padagogische Hochschule Aachen, 1956 pp. 49. (G)

6.A.72.
Enquete sur la radio scolaire. (Enquiry on Schools Broadcasts).

Tavernier, M.

Archives du Centre d'Etudes de Radio-Television. (F)

6.A.73.*
An investigation by statistical methods of the effective communication of educative material and an assessment of the factors making for such communication, with special reference to broadcasting.

Trenaman, J.

Thesis, Oxford University, 1961. (U.K.)

6.A.74.
Understanding of Broadcasts on Science.

Trenaman, J.

Proceedings of the British Association for the Advancement of Science, 5th Sept. 1950 (cyclostyled) (U.K.)

6.A.75.
Rozhlas a druziny mladese. (The radio and school clubs).

Vancata, O.

Vychovatel, roc.4/1960/, c.6, s.180-183. (C)

6.A.76.
Rozhlas jako pomocnik pri literarni vychove. (The radio helping in the literary education).

Vancata, O.

Literatura ve skole, roc.6/1958, c.1, s.18-28. (C)

6.A.77.
Poslech rozhlasovych poradu jako prostredek literarni. (Listening to radio programmes as a means of literary education).

Vancata, O.

Literatura ve skole, roc.4/1956/, c.4, s.142-146 (C)

6.A.78.*
The intelligibility of broadcast talks.

Vernon, P. E.

B.B.C. Quarterly, Winter 1950/51, Vol. 5, No. 4, p. 206-210. (U.K.)

6.A.79.
Un an de recherches sur la radio et l'enfant. (A year's research on radio and children).

Warnant, J.

Cahiers d'etudes de radio-television, 1956, 7, p. 281-364 (F)

6.A.80.
Schulfunk, ein wichtiges Hilfsmittel der neuzeitlichen Unterrichtsgestaltung. (School broadcasting - an important aid in modern forms of teaching).

Woersing, K.

Prufungsarbeit, Oberschulamt Nordwurttemberg, Stuttgart, n.d., pp. 43. (G)

6.A.81.
Der Schulfunk im Dienst der Erlebnisbildung. (The use of school broadcasting in gaining emotional experiences).

Wohlfahrt, L.

Prufungsarbeit, Padagogische Hochschule Heidelberg, 1953, pp. 46. (G)

6.A.82.
Rundfunk und Erziehung. (Radio and education).

Welber, M.

Prufungsarbeit, Padagogisches Institut Schwabisch Gmund, pp. 43, 1956. (G)

GROUP 7A General

GROUPS 7B Foreign language teaching

7.A.1.*
Instruction of industrial workers by tape recorders.

Ager

Affarsekonomi, No. 10, 1962 (S)

7.A.2.
Das Tonband im Musikunterricht, insbesondere der Oberschulen wissenschaftlichen Zweiges. (The tape recorder and its part in teaching music, especially in the scientific branch of secondary schools).

Arndt, H. J.

Prüfungsarbeit, Landesbildstelle Berlin, 1955. pp. 49 (G)

7.A.3.
Das Tonband im Dienste des Gruppenunterrichtes. (The use of a tape-recorder for the teaching of groups).

Aschbichler

Pädagogische Welt, VIII/12, 1954. pp. 3 Donauwörth (G)

7.A.4.
Geschichte auf dem Tonband. (History on a tape-recorder).

Beneker, W. H.

Film Bild Ton, XI/3, pp. 3, 1961 München (G)

7.A.5.
Exploiting the tape recorder in school.

Carr, J.

Visual Education, April 1961, p. 2-5. London (U.K.)

7.A.6.
Der Einsatz des Tonbandgerätes in Verkaufskunde in Einzelhandelsklassed. (The use of the tape-recorder in classes taking courses in salesmanship).

Clausen, W.

Die deutsche Berufs - und Fachschule, LIII/8, 1959. pp. 5. Wiesbaden (G)

7.A.7.
Magnettongeräte im Unterricht. (Magnetic sound equipment in the school).

Dengler, K.

Film Bild Ton, X/9, 1960. pp. 3. München (G)

7.A.8.
Das Tonband in Schule und Lehrerbildung. (The tape-recorder in the school and in the education of teachers).

Foerster, O.

Unsere Schule, V/9, 1950 pp. 6 Hannover (G)

7.A.9.
Lebendige Sprachpflege vor dem Mikrophon in Schule und Jugendpflege. (Lively speech training in front of a microphone in school and youth work).

Foerster, O.

Film Bild Ton, V/4, 1955. pp. 3 München (G)

7.A.10.
Zum Aufbau von Tonträger-Archiven. (How to build an archive of sound recordings).

Foerster, O.

Film Bild Ton, I/12, 1952. pp. 5 München (G)

7.A.11.
Magnetofon v hudebni vychove. (Tape recorder in the musical education).

Forman, R.

Estoticka vychova, roc. 4/1961/62, c.3, pril. s. 2-3 (C)

7.A.12.
Le magnetophone et le phenomene de dedoublement - Probleme de reconnaissance - Prise de conscience - Etude genetique. (The tape-recorder and the self image - recognizing oneself - becoming conscious - genetic study).

Garreau, M.

Saint-Cloud Centre Audio-Visuel, 1961, 63 pages dact. (F)

7.A.13.
L'utilisation du magnetophone dans les establissements du premier degre d'un milieu rural. (The use of the tape recorder in rural primary schools).

Giraud, J.

Bulletin de l'ecole pratique de psychologie et de pedagogie de Lyon, 1961, p. 4-5 (416-423). (F)

7.A.14.
L'utilisation des moyens audio-visuels dans les establissements du premier degre d'un milieu rural. (The use of audio-visual aids in rural primary schools).

Giraud, J.

Bulletin de l'ecole pratique de psychologie et de pedagogie de Lyon, 1961, 3, p. 305-311. (F)

7.A.15.
Megnetofon a diafilm pri nacviku konverzace. (Tape recorder and filmstrip in conversation training).

Hala, A.

Cizi jazyky ve skole, roc 5/1961/62, c.6, s.271-273 (C)

7.A.16.
Das Tonband im Unterricht. (The tape recorder in the school).

Heinisch, G.

Welt der Schule, XI/9, 1958, pp. 4 München (G)

7.A.17.
Tondokumente für den Unterricht in Zeitgeschichte. (Sound documents for the teaching of contemporary history).

Hillgruber, A.

Gesellschaft, Staat, Erziehung, VI/6, 1961 pp. 5
Stuttgart (G)

7.A.18.
Das Tonbandgerät in der Landschule. (Sound tape-recording equipment in rural schools).

Hofmann, M.

Die neue Landschule, VII/1, 1956 pp. 8 Stuttgart (G)

7.A.19.
Religionsunterricht uber das Tonbandgerät. (Religious teaching by means of sound recording equipment).

Hunger, H.

Der evengelische Religionslehrer an der Berufsschule, II/5, 1954 pp. 4 Gladbeck (G)

7.A.20.
Die Verwendung des Tonbandgerätes im Unterricht der kaufmännischen Berufsschule. (The use of sound recording equipment for teaching in commercial training schools).

Leonards, E.

Prüfungsarbeit, Landesbildstelle Berlin, pp. 56 Dortmund (G)

7.A.21.
Das Tonbandgerät in der Schule - ein Erfahrungsbericht. (Tape-recorder in the school - a report based on experience).

Marcus, W.

Praxis der Volksschule, IV/9, 1953 pp. 10 Bochum (G)

7.A.22.
Broadcasting with Children.

Methold, K.

University of London Press pp. 128 London 1959 (U.K.)

7.A.23.
Einfuhrung in die Arbeit mit dem Magnettongerät. (Introduction to work with magnetic sound equipment).

Nothoff, H.

Unsere Schule, VIII/11, 1953 pp. 3 Hannover (G)

7.A.24.
Das Tonbandgerät als sozialkundliches Lehrmittel. (The tape-recorder as an aid to teaching civics).

Ortmann, E.

Der Lehrerrundbrief, X/11, 1955 pp. 8 Frankfurt a.M. (G)

7.A.25.
Cardioaudiography and Pneumoaudiography.

Pansini, R.

Minerva Medica, Torino, 1961 (I)

7.A.26.*
Exchange of tape-recorded letters between schools.

Pirkheim, F.

S.H.B. Film-post No. 71, pp. 9 and No. 83 pp. 5, 1960 (A)

7.A.27.
Tontrager in der Volksschule. (Sound track in the elementary school).

Roll, W.

Die Schulwarte, V/8, 1952 pp. 7. Stuttgart (G)

7.A.28.
Das Magnettongerat als Unterrichts-und Bildungsmittel. (Magnetic sound equipment as a means of teaching and educating).

Ropnack, W.

Franz Westphal Verlag, Wolfenhagen-Scharbeutz, 1953, pp. 83 (G)

7.A.29.
Das Tonband in der Sprecherziehung. (The tape recorder in speech training).

Röpnack, W.

Blätter fur Lehrerfortbildung, XI/12, 1959, pp. 4 München (G)

7.A.30.
Das Tonband, ein vielseitiger Helfer im Unterricht. (The tape recorder, a many sided aid in teaching).

Schaffert, H.

Die Scholle, XXVI/11, 1958, pp. 9, Ansbach (G)

7.A.31.
Das Magnetophon in der Hochschule. (The tape recorder in the Universities).

Scherer, G.

Wege zu neuer Erziehung, II/5, 1951, pp. 3 Berlin (G)

7.A.32.
Tonträger im Unterricht. (Tape recordings in education).

Schulfunk des Hessischen Rundfunks, Sonderheft "Fünf Jahre Schulfunk in Hessen", pp. 4. Frankfurt a.M. 1951 (G)

7.A.33.
Die Verwendung des Magnetophons in der pädagogischen Lehro und Forschung. (Use of the magnetic recorder in educational theory and research).

Stückrath, F.

Bildung und Erziehung, III/1, 1950 pp. 10 Stuttgart (G)

7.A.34.
Das Tonband für den Geschichtsunterricht. (The tape recorder in teaching history).

Trappe, U.

Film Bild Ton, VII/11, 1958 pp. 3 München (G)

7.A.35.*
Magnetofon pomaha zlepsovat hlasite cteni zaku. (Tape recorder helps to improve loud reading of pupils).

Tupy, K.

Komesky, roc. 85/1961/, c.6, s.344-347 (C)

7.A.36.
Das Magnettongerät in der Volksschule. (Magnetic sound equipment in Elementary Schools).

Walker, I.

Prufungsarbeit, Oberschulamt Nordwurttemberg, pp. 59
Stuttgart n.d. (G)

7.A.37.*
Education by tape recorder at Hintersdorf.

Weidmann, J.

Pedagogische Bei lage zum Verordnungs - Blatt des Landeschulrats fur Niederosterreich, 1961. III (A)

7.A.38.
The tape recorder in the classroom.

Weston, J.

Visual Education, Nov. 1959, p. 2-11, Dec. 1959, p. 2-7, Jan. 1960, p. 4-11. London (U.K.)

7.A.39.
Records and tape recordings and the learning of the mother-tongue.

Zaccaria, W.

Audiovisivi, Rome, No. 1, pp. 23, 1962 (I)

GROUP 7B : Disc and Tape Recordings : Foreign Language Teaching

7.B.1.*
Research in the usefulness of audio-visual aids in foreign language instruction.

Aviso No. 2, Vienna, June 1958 (A)

7.B.2.
Records and tape recordings in the teaching of foreign languages.

Baridon, S.

Audiovisivi, Rome. No. 10, pp. 27, 1961 (I)

7.B.3.
Magnettongerate im Englischunterricht. (Magnetic sound equipment in the teaching of English).

Dengler, K.

Film Bild Ton, XI/12, 1961. pp. 4 München (G)

7.B.4.
L'utilisation du magnetophone dans l'apprentissage des langues vivantes. (The use of the tape recorder in learning modern languages).

Guenot, J. : Sturge-Moore, C. J.

(In course of publication) (F)

7.B.5.
Das Magnettongerät als Hilfsmittel im neusprachlichen Unterricht. (Magnetic sound equipment as an aid in the teaching of modern languages).

Hahn, C.

Prüfungsarbeit, Landesbildstelle, Berlin, 1955, pp. 41 (G)

7.B.6.
Poznatky z pouziti gramofonu v jazykove vyuce. (Experience with the use of record player in the teaching of languages).

Hladky, J.

Rusky jazyk, roc.8/1958, c.10, s.449-453 (C)

7.B.7.
Audio Visual method of teaching French.

Ingram, S. R.

Visual Education, Sept. 1961, p. 2-5 London (U.K.)

7.B.8.*
Zkusenosti a perspektivy prace v jazykove ucebne. (The experiences and prospects of the work in the language lecture-room).

Josef, D.

Ucebne pomocky v skole, roc. 5/1961/, c.4, s.19-29 (C)

7.B.9.
Technika v cizojazycnem vyucovani. (Technique in the teaching of foreign languages).

Josef, D.

Veda a zivot, 1961, c.9, s.517-521. (C)

7.B.10.
Pokus o castecnou automatizaci jazykove vyuky. (Experiment in the introduction of partial automation of the teaching of languages).

Josef, D.

Vysoka skola, roc.10/1961/62/, c.2, s.61-64. (C)

7.B.11.
Magnetofon jako stala pomucka pri vyucovani rustine.
(Tape recorder as permanent aid in the teaching of Russian).

Kafkova, O. a Kozevnikova, K.

Rusky jazyk, roc. 11/1961/, c.7, s.318-323. (C)

7.B.12.
Le disque en classe de sixieme. (The use of records in the first year of secondary schools (11-12 years)).

Labat, G.

Les langues modernes, 1956, pp. 6 509-519 (F)

7.B.13.*
English without a Book.

Pedagogisk Forskning, Spring 1962. (S)

7.B.14.
Das Tonband im Englischunterricht. (The tape recorder in teaching English).

Schütze, J.

Film Bild Ton, VI/6, 1956, pp. 4 München (G)

7.B.15.
The Language Laboratory.

Sculthorp, M. A. L.

Visual Education, November 1961, p. 2-5, London, (U.K.)

7.B.16.
Magnetofon pri vyucovani ruskemu ve 4. a 5. rocniku.
(The tape recorder in the teaching of Russian in the 4th and 5th Forms).

Skacel, J.

Komensky, roc.85/1961/, c.9, s.548-551. (C)

7.B.17.*
Ucebna a laborator pro praci s audiovisualnimi pomuckami na Pedagogickem institutu v Ostrave. (Audio-visual lecture-room and laboratory at the Ostrava Pedagogical Institute).

Skacel, J.

Ucebni pomucky ve skole a v osvete, 1962, c.7, s.100-104. (C)

7.B.18.
K audiovizualnim pomuckam ve vyucovani cizim jazykum. (Audio-visual aids in the teaching of foreign languages).

Spaleny, E.

Cizi jazyky ve skole, roc.2/1958, c.7, s.305-313. (C)

7.B.19.
Pruzkum vyslovnosti rustiny pomoci magnetofonu. (Checking of the pronunciation of Russian with the help of tape recorder).

Sutta, N.

Rusky jazyk, roc.9/1959/, c.1, s.29-33. (C)

7.B.20.
Magnetofon ako ucinna pomocka pri vyucovani slovenskeho jazyka a literatury. (Tape recorder as an effective aid in the teaching of the Slovak language and literature).

Trebisovsky, J.

Slovensky jazyk a literatura v skole, roc.2/1958/, c.10, s.308-311. (C)

7.B.21.
Electro-Acoustics in the service of language study.

Weaterveen, G.

Philips, Eindhoven, Holland; 1961, pp. 58. (H)

8.A.1.
What Children Watch.

Abrams, M.

Granada Television. (U.K.)

8.A.2.
Enquete sur la Radio Television Scolaire. (Enquiry into School Broadcasting and Television).

"Actualites Litteraires", 1958, 49. (F)

8.A.3.
Private View.

Alexander, S. G. P.

Screen Education; Nov-Dec. 1961, No. 11, p. 39-43. (U.K.)

8.A.4.*
Your Life in their Hands.

Audience Research Report, VR/58/598, B.B.C., 1958, pp. 58 (U.K)

8.A.5.
Les emission de television "A LIVRE OUVERT" et la motivation a la lecture. (A study of the motivation techniques used in the television series "AN OPEN BOOK").

Awadala, M. H.

Memoire dactylographie Saint-Cloud Centre Audio-Visuel, 1960-1961, pp. 70. (F)

8.A.6.
Schools Television: The first six months in Scotland.

Barclay, J. B.

Scottish Education Film Association, 1958. (U.K.)

8.A.7.
B.B.C. School Television Broadcasting.

School Broadcasting Council for the United Kingdom, 1959,
pp. 62 (U.K.)

8.A.8.
Report on the School Television Broadcast Pilot Experiment.

B.B.C., London, 1952. pp. 16 (cyclostyped) (U.K.)

8.A.9.*
A Technique for studying the effects of a Television Broadcast.

Belson, W. A.

Applied Statistics, Vol. V, No. 3, 1956. p. 195-202. (U.K.)

8.A.10.*
Effects of television on the interests and initiative of Adult viewers in Greater London.

Belson, W. A.

British Journal of Psychology; Vol. 50, p. 145-158 (U.K.)

8.A.11.*
The effects of television upon the interests of the initiative of Adult viewers.

Belson, W. A.

British Broadcasting Corporation, 1956, pp. 11. (U.K.)

8.A.12.*
Learning and attitude changing resulting from viewing on Television Series "BON VOYAGE".

Belson, W. A.

British Journal of Educational Psychology; Vol. XXVI, 1956, p. 31-38. (U.K.)

8.A.13.
Television and the family.

Belson, W. A.

British Broadcasting Corporation, 1960. (U.K.)

8.A.14.
Circuit ferme de television et l'enseignement technique. (Closed circuit television and its use of the teaching of touch-typing).

Bogaert, J.

Memoire dactylographie, Saint-Cloud Centre Audio-Visuel, 1960/1961. (F)

8.A.15.
Les Procedes de motivation a la television scolaire. (The methods of motivation used on television programmes in the teaching of touch-typing).

De Broissia, F.

Memoire dactylographie, Saint-Cloud Centre Audio-Visuel, 1960/1961. (F)

8.A.16.
Closed circuit television.

Brooks, A. M. P.

"Visual Education", Nov. 1959, p. 17-19. (U.K.)

8.A.17.
Schooljeugd en Televisie, Herfst 1957. Deel 2. Invloed op School Prestaties en Belangstelling. (School children and television. Autumn 1957, Part 2: Impact (of television) on school achievements and interests).

Central Bureau voor de Statistiek, Zeist, 1959, pp. 60 (H)

8.A.18.
Rapport sur les emissions telescolaires en Suisse romande. (Report on schools broadcasts on Swiss-romande).

Centre Audio-Visuel 7, pages, 1959. (F)

8.A.19.
La television experience dans une colectivite d'enfants. (How children experience television collectively).

Compagnon, P.

Educateurs, 1955, 60. (F)

8.A.20.
A second experiment in School Television.

Daines, S. W.

University of Nottingham Institute of Education, Television Investigation Group. (U.K.)

8.A.21.
Television Investigation Group, Second Report.

Daines, S. W.

University of Nottingham Institute of Education, Television Study Group, March 1961. (U.K.)

8.A.22.
Teaching science through Television.

Dieuzeide, H.

O.E.C.D., Paris, 1960. (F)

8.A.23.
Jugend und Fernsehen. (Young people and television).

Divo, F.

pp. 25, 1961, Frankfurt um Main. (G)

8.A.24.
Etude sur l'appreciation des emissions de television francaise par les telespectateurs. (Study on the reactions of audiences to some French television programmes).

Dumazedier, J. et Ripert, A.

Television et Education populaire, 1960, I, p. 32-40 (F)

8.A.25.
Effets de la television sur la pratique des autres occupations et activities de loisirs. (The effects of television on work and leisure activities).

Dumazedier, J. et Ripert, A.

Television et education populaire, 1960, 2, p. 34-40 (F)

8.A.26.*
Experiments in using kinescopes for adult audiences.

Dumazedier, J. : Sylwan, B.

Reports and Papers on Mass Communication, No. 26, Paris, U.N.E.S.C.O. (F)

8.A.27.*
The impact of Television programmes on rural audiences.

Dumazedier, J.

Press, Film & Radio in World today, U.N.E.S.C.O., Paris, 1956. (F)

8.A.28.
Enquete sur les emissions du TV dites de "vocabulaire". (Enquiry into the television programme "Vocabulaire").

Egly, M.

Rapport general des journees d'etudes de la Television scolaire pour le premier degre, 1958, p. 87-88. (F)

8.A.29.
Enquete sur les repercussions de la television a l'ecole. (Enquiry into the repercussions of television in school).

Etudes pedagogiques, 1956, II, p. 1-3, (F)

8.A.30.
La television est-elle pour les enfants? (Is television suitable for infants).

Fell, M.

Votre enfant, Septembre 1955. (F)

8.A.31.
Stichting Film en Wetenschap/University Film, Eerste Rapport ouer de Werkzamheoen van de Telewisie - Afdeling van de Stichting film en Wetenschap/Universitaire Film. (First report of the activities of the television department of the Foundation Film and Science/University Film).

Utrecht, 1962, pp. 40. (H)

8.A.32.
Television in Medical teaching.

Gardner, E. K.

The Scientific Film, Vol. 2, No. 1, June 1961, p. 8-9 (U.K.)

8.A.33.
La television et la famille. (Television and the Family).

Gratiot Alphandery, H. : Dr. Rousselet.

Ecole des parents, 1961, 3, pages 29-37, et 1961 novembre, pages 22-31. (F)

8.A.34.
La television et les ecoles rurales. (Television and rural schools).

Memoire dactylographie Saint-Cloud Centre Audio-Visuel, 1960/1961. (F)

8.A.35.
L'utilisation de la television dans les establissements du premier degre d'un milieu rural (departement de l'Ain). (The use of television in rural junior schools).

Giraud, J.

Bulletin de l'ecole pratique de psychologie et de pedagogie de Lyon, 1961, 6, p. 492-496. (F)

8.A.36.*
Television and the Family.

Gordon, M.

Vocentry Tutorial Class in Psychology, 1953, 20 pages (cyclostyled) (U.K.)

8.A.37.
Compte-rendu de l'enquete sur des emissions enfantines diffusees pendant les vacances. (Enquiry into children's programmes transmitted during the holiday).

Hasle, J.

Saint-Cloud Centre Audio-Visuel Ecole Normale Superieure, 1959, pp. 43. (F)

8.A.38.
Schulfernsehen im deutschen Bildungsraum? (School television in the framework of German education).

Heimann, P.

Rundfunk und Fernsehen, IX/1, pp. 13, 1961, Hamburg. (G)

8.A.39.*
Jugend und Fernsehen. (Young people and television).

Heimann, P.; Foerster, D.; Jorswieck, E.

Juventa-Verlag, 1958, München. (G)

8.A.40.
Zur Frage des Schulfernsehens. (The question of school television).

Heimann, P.

Schulfunkheft des Senders Freies Berlin, 4, pp. 9, 1959, Berlin. (G)

8.A.41.*
Parents, children and Television.

Her Majesty's Stationery Office, 1958, pp. 48. (U.K.)

8.A.42.
Erwagungen zum Schulfernsehen. (Reflections on school television).

Hess, W.

Rundfunk und Fernsehen, IX/1, pp. 5, 1961, Hamburg. (G)

8.A.43.*
Erfahrungen und Konsequenzen aud dem Schulfernsehversuch des NDR. (Results of experiments in Schools Television).

Heinrichs, H.

Jugend, Film, Fernsehen, VI/2, pp. 17, 1962, Munchen (G)

8.A.44.
Schulfernsehen - Ergebnisse eines Forschungsauftrages.
(School television - the findings of a research project).

Heinrichs, H.

Verlag Ferdinand Kamp, Bochum, 1962. (G)

8.A.45.
Dramaturgie des Schulfernsehspiels. (The theory of drama of the school television play).

Heinrichs, H.

Film Bild Ton, XI/5, 6, 1961. Munchen. (G)

8.A.46.*
Television and the Child.

Himmelweit, H. T.; Oppenheim, A. N., Vince, P.

Oxford University Press, 1958, pp. 522. (U.K.)

8.A.47.
This is my diary: An enquiry into the leisure activities and the film and television viewing of Scottish school children.

Inglis, A.

Scottish Educational Film Association and Scottish Film Council, 1961, pp. 24. (U.K.)

8.A.48.*
Rapport sur l'experience de classe de Mathematiques en circuit ferme du Lycee de Sevres. (Report on the teaching of mathematics using closed circuit television at the Lycee of Sevres).

Institut pedagogique national, Paris 1959, pp. 29 multigraphiees. (F)

8.A.49.
Die Bedeutung des Fernsehens fur die politische Bildung. (The importance of television for political education).

Institut fur Film und Bild, pp. 60, Munchen 1961 (G)

8.A.50.
Kotazkam skolskej televizie. (Some questions of school television).

Janus, H.

Ucebne pomocky v skole, roc. 5/1961/, c.3, s.15-21. (C)

8.A.51.
Fernsehen als neuer Umweltsfaktor. (Television as a new world in the life of a child).

Koch, M.

Psychologische Rundschau, V/1, pp. 14, 1954, Gottingen (G)

8.A.52.*
Use of television for research purposes.

Koenig, G.

Biologische Station Wilheminenberg, Vienna (un;ublished) (A)

8.A.53.*
Recherches sur les emissions de television scolaire deuxieme serie. (Research into schools television programmes, second series: The transfer from the concrete to the abstract. The pedagogical procedures in the utilisation of television programmes).

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel, R 8, 1957, 17 pages multigraphiees. (F)

8.A.54.
Recherches sur 2 emissions de television scolaire "du plan a la carte". (Researcher into two schools television programmes).

Leboutet, L.; Hasle, J.

Courrier de la recherche pedagogique, 1957, Octobre, p. 39-48. (F)

8.A.55.
La critique de television en province. (A criticism of provincial television).

Logie, M.

Cahiers d'etudes de radio-television, 1958, 20, p. 376-392 (F)

8.A.56.*
Television and Tele-clubs in rural communities.

Louis, R.; Rovan, J.

Reports and Papers on Mass Communication, No. 16, 1955, UNESCO Department of Mass Communication, Clearing House, Paris. (F)

8.A.57.
Some contributions of home television viewing to the education of children.

MacLaine, A. G.

Thesis for Ph.D. degree, University of London, 1957. (U.K.)

8.A.58.
Family Viewing.

Masheder, M.

Council for Children's Welfare, 1960, pp. 40 (cyclostyled) (U.K.)

8.A.59.*
The influence of Home Television Viewing on children in a mixed Secondary Modern School.

Mitchell, W. W.

Thesis for M.Ed. degree, University of Manchester, 1958 (U.K.)

8.A.60.*
Discorso Pedagogico Sulla Televisione. (Pedagogic talk on television).

Mura, A.

Cinteca Scolastica Italiana, Rome, 1956, pp. 24. (I)

8.A.61.*
Discorsi sulla Televisione. (Talk on Television).

Mura, A.

La Scuola Editrice, Brescia, 1961, pp. 115. (I)

8.A.62.
Resultats d'une enquete sur l'attitude des instituteurs ruraux a l'egard de la television scolaire. (Results of an enquiry into the attitudes of rural school teachers to schools television programmes).

Normand, Cl.

Memoire dactylographie, Saint-Cloud Centre Audio-Visuel, 1960/1961. (F)

8.A.63.
Fernsehen im Klassenzimmer. (Television in the Classroom).

Pohl, F.

Die Schule, IX/3, pp. 8, 1956, Saarbrucken. (G)

8.A.64.
Fernsehen im Klassenzimmer. (Television in the Classroom).

Puhl, F.

Fersehen, II/79, pp. 10, 1956, Hamburg. (G)

8.A.65.
Using Television in School.

Robinson, O.N.

"Visual Education", March 1959, p. 2-4. (U.K.)

8.A.66.
Fernsehbild und Bildungsinstitute. (The television image and educational institutions).

Schmitz-op der Beck, H.

Padagogische Rundschau, X/12, pp. 5, 1956, Ratingen. (G)

8.A.67.
Presenting medicine to the public by television.

Scientific Film, Vol. 1, No. 5, Feb. 1961, p. 21-23, (U.K.)

8.A.68.
Kind und Fernsehen. (The child and television).

Simmerding, G.

Rundfunk und Fernsehen, II/143, pp. 7, 1958, Hamburg. (G)

8.A.69.
Schulfernsehen in Deutschland? (School television in Germany?)

Stein, H.

Der Merkurbote, VII/4, pp. 6, 1959, Rinteln (Westf.) (G)

8.A.70.
Schulfernsehen in Osterreich. (School television in Austria).

Tanzer, H.; Mayer, F.

Aviso, IV/5, pp. 8, 1960 Wien (A)

8.A.71.
Sur Quelques problemes psycho pedagogiques poses par les emissions de television scolaire. (Certain psycho-pedagogical problems posed by the school television programmes).

Tardy, M.

Psychologie Francaise, Tom VI, No. 3, Juillet, 1961, p. 209-217. (F)

8.A.72.*
Etude experimentale d'une serie d'emissions de tele-enseignement en mathematiques. (An experimental study of a series of programmes of television teaching in mathematics).

Tardy, M.

"Revue de l'U.E.R.", Septembre, 1961. (F)

8.A.73.
Problemi Educativi della Televisione. (Educational problems of television).

Tarroni, E.

C.I.F., Rome, 1961. (I)

8.A.74.*
Radio-Televisione e Ragazzi. (Radio-television and boys).

Tarroni, E.

Guiseppe Malipiero Editore, Bologna, 1961, pp. 210. (I)

8.A.75.
La jeunesse dans la famille et la societe moderne. (Young people in relation to the family and modern society).

Thireau and Teindas.

Two volumes, Editions Sociales Francaises, 1961. (F)

8.A.76.
Test Programmes for School Television.

Padagogische Mitteilungen des Bundesministerioms fur Unterricht, 1953/3, 1960/11, 1961/11. (A)

8.A.77.*
Perception and understanding of Instructional Television programmes.

Vernon, M. D.

British Journal of Psychology, Vol. XLIV, May 1953, p. 116-126. (U.K.)

8.A.78.*
Fernsehen - Untersuchungen des Verhaltens von Kindern und Jugenblichen. (A television investigation: Children and Young People).

Walter, R.

Film Bild Ton, V/3, pp. 3, 1955, Munchen. (G)

8.A.79.
Der gegenwartige Stand des Schulfernsehens. (The present day position of school television).

Wasem, E.

Jugendschutz, V/1, pp. 6, 1960, Darmstadt. (G)

8.A.80.
Fernsehsendungen fur die Schule. (Television transmissions for the School).

Wenke, H.

Rundfunk und Fernsehen, IX/1, pp. 6, 1961, Hamburg. (G)

8.A.81.
Fernsehen in der Schule. (Television in the School).

Wolters, T.

Unsere Schule, X/11, pp. 8, 1955, Hannover. (G)

8.A.62.
Schulfernsehen. (School television).

Wolters, T.

Die Deutsche Schule, L/2, pp. 6, 1958, Bad Heilbrunn/OBB. (G)

8.A.63.
Film und Fernsehen im Studienplan der Padagogischen. (Research results on the psychology of television viewing).

Zieris, F.

Hochschulen und in der Lehrerfortbildung - Wissenschaftliches Institut fur Jugendfragen in Film und Fernsehen, pp. 8, Munchen 1961. (G)

9.A.1.
The future of teaching machines in British Industry.

Annett, J.

Centre for Programmed Instruction, New York, 1961 (U.K.)

9.A.2.
Programmed Learning and Teaching Machines.

Goodman, R.

English Universities Press Ltd., pp. 39, London 1962 (U.K.)

9.A.3.*
Programming for teaching machines of a course in mathematics for the seventh year of the compulsory school.

Jansson, S. : Pettersson, S. O. : Svensson, B. : Lane, G.

Pedagogiska institutionen, University of Gothenburg, (unpublished) (S)

9.A.4.
Teaching machines.

Reid, R. L.

Visual Education, December 1961. London (U.K.)

9.A.5.
An investigation into the possibility of using a mechanical device to speed up the reading of slow readers without loss of comprehension.

Smith, J. J.

Dissertation, Birmingham University, 1961 (unpublished) (U.K.)

9.A.6.*
Research on media for individual instruction - Teaching Machines and Programmed Learning - on elementary arithmetic for mentally retarded children.

van Gelder, L.

(work in progress) (H)

9.A.7.
Teaching Machines and Programmes. A bulletin.

Department of Psychology, University of Sheffield 1962 (U.K.)

9.A.8.
Programming for teaching machines of an elementary course in Swedish grammar for the top stages of the compulsory school.

Stukat, K. G.

Pedagogiska institutionen, University of Gothenburg, (unpublished) (S)

10.A.1.
Der Einflus der Massenmedia auf den Jufendlichen. (The influence of mass media on the young).

Brehme, T.

Schule und Psychologie, III/10, pp. 10, 1956, Muchen-Basel. (Sc)

10.A.2.*
A Psychological study of typography.

Burt, C.; Cooper, W. F.; Martin, J. L.

British Journal of Statistical Psychology, Vol. VIII, 1955, p. 29-57. (U.K.)

10.A.3.*
A Psychological study of typography.

Burt, C.

Cambridge University Press, 1959, pp. 68. (U.K.)

10.A.4.
3000 jeunes nous parlent de la television, de la radio et du cinema. (3000 children discuss television, radio and cinema).

Courtois, R.

Techniques de diffusion collective, 1960, 3, p. 82-88 (F)

10.A.5.
L'influence sur l'enfant des grands moyens d'expression de la pensee: presse, cinema, radio, television. (The influence on children of the Mass Media: Press, Cinema, Radio and Television).

David, M.

Pour l'enfant...vers l'homme, Paris, Septembre-Octobre 1957, 1, p. 1-24. (F)

10.A.6.
Anschauen, Behendeln, Begreifen. Zur Arbiet mit Bildern im Unterricht. (Two view, handle, understand - working with maps in teaching).

Ebeling, H.

Verlag Zickfeldt, Hannover, pp. 171, 1947. (G)

10.A.7.
Optische und akustische Hilfsmittel in der Erwachsenenbildung. (Visual and audio-aids in Adult Education).

Eppelsheimer, H. H.

Verlag des Deutschen Volkshochschulverbandes, Frankfurt/M. pp. 23, 1952. (G)

10.A.8.*
Theorie der Massenmedien. (Theory of mass media).

Fledmann, E.

Ernst Reinhardt Verlag, 1962. Munchen. (G)

10.A.9.
Active-perceptive aids for learning mathematics.

Fyfe, R. M.

Visual Education, Jan. 1959, p. 2-4; Feb. 1959, p. 10-11. (U.K.)

10.A.10.
Ucebne pomocky v zakladnej devatrocnej skole. (Teaching aids in the elementary 9-year school).

Hapala, D.

Zo socialisticku skolu, roc. 9/1960/, c.4, s.367-375 (C)

10.A.11.
Visual Aids in Youth Clubs.

Hayward, H.

Visual Education, February 1961, p. 2-3. (U.K.)

10.A.12.
Film, Funk, Fernsehen in der Lehrerbildung. (Films, radio and television in instruction for teachers).

Heimann, P.

Jugend, Film, Fernsehen, V/1, pp. 11. 1961 Munchen (G)

10.A.13.
Film-Bild-Ton in der Lehrerbildung. (Films, image and sound in training teachers).

Kummerle, W.

Film Bild Ton, III/5, pp. 5, 1953, Munchen (G)

10.A.14.
Report on the Survey of the position of Visual Aids and the training of Teachers.

National Committee for Audio-Visual Aids in Education, 1959, pp. 18. (U.K.)

10.A.15.*
Design for Projection. A study in Legibility.

Ollerenshaw, R.

Photographic Journal, Vol. 102, No. 2, Feb. 1962 p. 41-52. (U.K.)

10.A.16.
Visuele Communicatie en Visueel Onderwijs. (Visual communication and the use of audio-visual aids in education).

Peters, J. M. L.

Haarlem 1961, pp. 136. (H)

10.A.17.
Film, Funk und Fernsehen als Unterrichtshilfe. (Film, radio and television as teaching aids).

Reinholz, F.

Schulfernsehen in Deutschland, Heft 8 der Schriftenreihe des Evanbelischen Presseverbandes Bayern, Munchen, 1959, pp. 14. (G)

10.A.18.
Die Wirkung von Masseneinflussen auf Volksschuler. (The effect of mass influence on elementary school children).

Reinhard, H.

Padagogische Arbeitsblatter, IX/7-8, pp. 16, 1957, Ludwigsburg. (G)

10.A.19.*
Schulkinder unter dem Einflus der Massenmedien. (School children under the influence of mass media).

Ruppert, H.

Beitrage zur Schulpadagogischen Tatsachenforschung Nr. 3 Verlag der Padagogischen Hochschule Weilburg, n.d. pp.16 (G)

10.A.20.*
Film und Fernsehen im Studienplan der Padagogischen Hochschulen und in der Lehrerbildung. (Film and television in the curriculum of Training College and in Teacher Training).

Vogg, G.; Prokopp, E.

Wissenschaftliches Institut fur Jugendfragen in Film und Fernsehen, pp. 56. Munchen, 1961. (G)

10.A.21.
Untersuchungen uber die Idealbildung bei Jugen im Alter von 9 - 19 Jahren. (Investigations into the ideal form of education suitable for boys between 9 and 19 years.

Werner, E.

Bildung und Erziehung, V/7, pp. 14, 1952. Wien (A)

10.A.22.
Aids to the Music Teacher.

Weston, J.

Visual Education, January, 1958, p. 2-4. (U.K.)

SURVEY
OF
EUROPEAN RESEARCH
IN
AUDIO-VISUAL AIDS

VOLUME 2 : ABSTRACTS

J. A. Harrison,

National Committee for Audio-Visual Aids in Education,
London.

U.S. Department of Health, Education and Welfare,
Office of Education.

PRECEDING PAGE BLANK-NOT FILMED

The material in this publication was prepared under a contract with the United States Office of Education, as authorized under Title VII, Part B, of the National Defense Education Act of 1958. Contractors undertaking such projects under Government sponsorship are encouraged to freely express their own professional judgment in the conduct of the project, and points of view or opinions expressed do not necessarily represent official Office of Education position or policy.

United States
Government Printing Office
Washington : 1962

For sale by the Superintendent of Documents
U.S. Government Printing Office
Washington 25, D.C.

FOREWORD

This Survey covers research carried out in Europe between 1945 and 1961. It is in three parts:- Volume 1: Bibliography; Volume 2: Abstracts; Volume 3: Report.

In preparing this Survey a good deal of selection has been exercised but the Bibliography (Volume 1) is broadly based; it includes not only academic research but exploratory work, experiments with new methods and uncontrolled enquiries. The Abstracts (Volume 2) are limited to authoritative research projects directly related to learning.

The Bibliography (Volume 1) gives for each item the reference number (first line), the title (second line), the author (third line) and the source and country of origin (fourth and following lines) as follows:-

(i) Reference number (first line)

Entries are classified under ten sections some of which are divided into Groups. The reference number of an entry consists of a number (indicating the Section), a letter (indicating the Section) and a number (which indicates the number in the Group).

The Sections and Groups are identified as follows:-

Section 1 Films

Group A : Cinema and the child's cinema and the adolescent; children's films, etc.

Group B : Educational films, general and in relation to other media, university and research films.

Group C : Films in subject teaching.

Group D : Reaction to films (comprehension, remembering, evaluation, film language).

Section 2 A : Still projected media

Section 3 A : Non projected media (charts, models, reliefs, flannelgraphs, etc.)

Section 4 A : Museums

Section 5 A : Perception

Section 6 A : Radio

Section 7 Discs and Tape Recordings

Group A : General

Group B : Foreign Language teaching

Section 8 A : Television

Section 9 A : Teaching Machines

Section 10 A : Miscellaneous (mass media, general audio-visual aids, etc.)

Thus, for example, a reference number 7.A.22. indicates:-

7. This item is in Section 7 dealing with Discs and Tape Recordings.

A. It is in the Group dealing with general items under Section 7.

22. This item is the 22nd item in Section 7, Group A.

A star (*) after the reference number indicates that an abstract of this entry is included in Volume 2 (Abstracts).

(ii) Title (second line)

The title of the item is given in the second line of the entry. It is given first in the language of origin and then in brackets in English.

(iii) Author (third line)

In the third line the author's surname is given followed by initials. Entries in each Group are given in alphabetical order of author, or organisation when there is no author.

(iv) Source (fourth and following lines)

The source, date and number of pages, is given in the fourth and following lines. Lastly a letter in brackets indicates the country of origin, as follows:-

(A)	Austria
(B)	Belgium
(C)	Czechoslovakia
(D)	Denmark
(E)	Eire
(F)	France
(G)	Federal German Republic
(H)	Holland
(I)	Italy
(N)	Norway
(P)	Poland
(S)	Sweden
(Sc)	Switzerland
(Sp)	Spain
(UK)	United Kingdom
(Y)	Yugoslavia

In Volume 2 (Abstracts) the entry given in Volume 1 (Bibliography) is repeated. The abstract then follows under three headings:- Purpose, Procedure, Conclusions.

J. A. HARRISON

1.A. Cinema and the child; cinema and the adolescent; children's films etc.

1.A.1.

Der Film im Dienste der Kultur und der Erziehung. (Films in the service of culture and education).

Amgwerd, P.M.

Kollegium Sarnen, pp. 128, 1958. (Sc)

Purpose
To find out:
1. Who goes to the cinema
2. Why pupils go to the cinema
3. What pupils want to see.

Procedure
255 pupils were tested with questionnaires and divided into 2 groups:
a. over 18 years
b. under 18 years.

24% of all pupils were living in towns,
76% in villages.

Conclusions
For pupils over 18 years:-
29% of the juveniles go to the cinema with permission of their parents,
71% go to the cinema without having told their parents.
27% tell their parents the title and story of the film,
73% do not tell anything.
65% have seen films that are not allowed for juveniles.
For pupils under 18 years:-
84% of all children have to ask their parents if they want to go to the cinema,
16% do not ask their parents.
83% of the children's parents know the films their children are going to see.

To 64% of the children film is only entertainment and only to 12% film is at an educational medium.

PRECEDING PAGE BLANK-NOT FILMED

1.A.7.
Triebwirkung des Filmes auf Jugendliche. (The influence of films on drives and emotions of the young).

Bellingroth, F.

Stuttgart - Bern, 1958, pp. 154. (G. Sc)

Purpose
Psychodiagnostical research upon the effect of films on juveniles and introduction into a theory of analytical film psychology.

Procedure
1105 children and juveniles were tested by means of 10 entertainment films. Method Application of Szondi test in group testing before and after the film. The difference between tests before and after a film was stated quantitatively and interpreted psychodiagnostically.

Szondi test was modified for the conditions of group testing with regard to the quantitative statement and qualitative interpretation.

Conclusion
The testing provided psychological advice on each film about the effect on juveniles. Especially striking was the contradicting effect of two films. One film caused strong psychological conflicts connected with an increase in aggression, the other one, however, has a strong cathartic impact in the sense of harmonizing emotional conflicts. An attempt was made to find a hypothetical generalisation for the phenomena observed. The contradicting emotional impact caused by these two films was put into relations with the psychoanalysis of dreams. Similar to dreams films are explained as "Affektdrama". Emotional projections are evoked by the actor and changed during the dramatic process of the film. The research thus gets to the hypothesis of the "Filmpsychodrama", which leads to practical demands for a "Psychodramaturgie" of the film according to mental health.

1.A.26.

Children and Films. A study of boys and girls in the Cinema.

Field, M.

Carnegie United Kingdom Trust, Dunfermline, Fife, 1954.
pp. 56, plus 40 still pictures and 390 photographs. (U.K.)

Purpose

The purpose of the experiment was to record the reactions of various types of child audience at selected points during two film programmes.

Procedure

Two programmes were selected, one of films specially produced for children, the other of good commercial films with a U Certificate, the best of this type that would be available for a children's cinema club programme. In each film key points were selected and arrangements were made to photograph each audience at the same points by infra red photography. Various arrangements were made in the seating of the audience but the children were unaware of what was afoot. In addition, special observers watched each audience and recorded their opinions in detail, of the general reactions to each film.

Conclusions

It is suggested that the photographs produced provide material from which anyone can make his own deductions, but the attention of the reader is focussed by a series of comments directed to:

1. The interests of film technicians in respect of titling, the introductory sequence, the nature of the dialogue, sound, anticipation, colour, beauty, animals, difference of response by different age and sex groups, the use of close-ups, the significance of direct personal appeal from the screen, reactions to the familiar and the strange, factors that induce boredom, the inducement of identification.

2. The second section of reflections are directed to general concern with the problems of the child and the cinema. The general conclusion suggests the specially produced films for children with an influence value can have a pleasure value that is equal to, though possibly different from that of commercial films. In addition the report suggests that it is not possible for adults to lay down

what shall provide pleasure value for young audiences but they can give children what, in their own mature judgment they consider to be the right influence value.
In the appendices there are included examples of different types of research into the reaction of children to films carried out under the auspices of the League of Nations (1938), UNESCO (1950) Great Britain, Holland, Denmark, and the United States.

1.A.27.
Untersuchungen uber den Einfluss des films auf kriminell gewerdene Jugendliche. (Research into the influence of films on delinquent children).

Flik, G.

Psychologische Rundschau V/I 1954, pp. 21. Gottingen. (G)

Purpose
This research registers the influence of films on criminal behaviour of juveniles.

Procedure
179 juvenile delinquencies took part in this experiment.

Measurements:
17% of the delinquents believe that criminal offences in films influenced their own behaviour.
70% of the delinquents believed that crime and sex in films were dangerous for young people.

Conclusion
This research completes the research of Hanns Wilhelm Lavies. It shows the subjective component, because only delinquents were asked. Juvenile delinquents hope to be punished not so hard if their criminal offences are caused by the influence of films. The real reason for juvenile delinquency is to be seen in social or biological conditioned attitudes.

1.A.30.

Das Filmerlebnis im Farbentest. (Film experience in colour tests).

Gehrmann, F. J.

Bonn, 1958, pp. 262. (G)

Purpose

This research tests the influence of film on young people of 18 years.

Procedure

52 male juveniles and 43 female juveniles took part in this experiment. Farbpyramidentest similar to that of Pfister-Heiss, Gehrmann ~~takes~~ uses coloured pyramids. The ~~proband~~ subject has to say which of them is pretty and which of them is ugly. Gehrmann takes 'standard' - pyramids, therefore he can compare the results. One series consists of 30 pyramids.

The juveniles saw two films "Ausgestossen" and "Die Nacht begann am Morgen". Before and after the film the "Farbpyramidentest" was taken.

8 weeks later the second one was repeated and 24 weeks later the third one with provocated remembering to the first seen film.

Conclusions

The author believes that it must be possible to state the "Actual tendency and the primary tendency or basic tendency" of the proband. The results show that human emotions can be stated with the "Farbpyramidentest". All changes of emotions can be stated too. The following emotions could be stated: depressions, stimulations, neurosis, affective derangement. The same emotions could be stated (but less intensive) at the provocated remembering situation.

1.A.44.

Cinema et affectivite. (The Cinema and affectivity).

Heuyer, G.

L'ecole des parents, janvier 1956, 3, p. 15-27. (F)

Purpose

To find out the effects of films on the affectivity of the child.

Procedure

These experiments were carried out with delinquent and unadapted children and with a group of students.

First Research: to study the effect of films on the unadapted children.

Second Research: comprehension tests on unadapted children.

Third Research: A questionnaire was given to all the children to explore the following: (a) the frequency in which they go to films (b) comprehension and recollection of the film (c) which types of films attract their attention (d) the identification with the theme, with the hero, with the actor. (e) The influence the film has on their imaginative life.

Fourth Research: An experimental film was shown to four groups of students. This film had no story and for each group, a different account was given.

Conclusion

First Research: No relation between cinema and delinquency was established.

Second Research: Over the mental age of seven the child sees the picture made up of short sequences but does not understand the succession of sequences, which is in accordance with the research made by Mme. Zazzo. Between 10 and 12 years old the child can understand the succession of pictures and sequences. From 12 he can understand the whole film and the general idea.

Third Research: 1. the experiment shows the importance of the frequency of seeing films by the unadapted child: it is much greater than with normal children. 2. The mental age of 12 is necessary for the child to be able to understand the general idea of the film. 3. There is a connection between the affective reactions brought out by the film and the conflicting situations. 4. The following points were studied; (a) Reaction to comic films: the coarsely comic film is accessible to all the children and they like them, but the pleasure that they get from it is not always real. The satirical is not always accessible to the children under the mental age of 12. Finally the Chaplin humour is less agreeable to children than to adults. (b) Reactions to cartoons: In their current commercial forms a mental age of at least 12 years is necessary for understanding. (c) Affective reactions to films: They constitute valuable material for the study of individual tendencies. They can, therefore, serve as projective tests.

(d) The reactions of the child watching a film are individual and are different according to sex.
(e) Films have an influence on mental restraint afterwards and are social habits.
Fourth Research: It was established that the subject reacts to a film in accordance with his previous moral judgements and social impression.

1.A.50.
Jugend und Spielfilm. (Youth and the feature film).

Keilhacker, M. : Keilhacker, M.

Klett-Verlag, Stuttgart 1953, pp. 127. (G)

Purpose
To investigate the importance of films for children and juveniles.

Procedure
Children 4 - 14 years and juveniles 14 - 18 years took part in this experiment. Interviews took place immediately after and a few days after the film was shown (Wiggle Test).

The development of film understanding:

under 6 years:	At this age only individual situations are understood, the children do not understand the story as a whole.
6 - 10 years:	The action of the film is understood in "black and white style".
10 - 14 years:	The action is understood by a subjective component.
14 - 18 years:	At this age a differentiated criticism begins. The film is not only seen as a whole, details are important.

Conclusions
Children under 12 years are fully engaged when seeing films. They are unable to reflect details. Their reactions are generally very strong. Laughing and anxiety are to be seen in the behaviour of children. It is not only a reproduction of the action in the film, it is an active personal engagement. Generally this engagement develops into identification.

Most of the young people only want to get entertainment by films. About 20% prefer the educational value of films. They are very strongly influenced by films - in their actions and in their behaviour as well as ethically.

1.A.54.
Film und Jugend. (Cinema and Youth).

Keilhacker, M.

Juventa-Verlag, pp. 173, Munchen, 1960 (G)

Purpose
To survey the behaviour of young people while looking at films and after having seen films.

Procedure
1630 male and 1212 female juveniles (15-18 years) took part in this experiment. 3 types of questionnaires were used and about 400 essays.

Conclusion
Film is an important part of entertainment of young people. There are two motives for going to the cinema: Young people want to escape everyday life but they wish to see the "real life" in the film. The film is like a dream, but a realistic one. There are three ways of seeing films: Identification with the hero - being engaged with the action of the film - being interested without being engaged. The main influence is to be seen in two facts: excitement and image.

1.A.55.
Kinder sehen Filme. (Children see films).

Keilhacker, M. : Brudny, W. : Lammers, P.

Ehrenwirth; Verlag, pp. 167, Munchen 1958. (G)

Purpose
This research registers the chief influence on children's emotions when seeing films.

Procedure

Normal and deaf and dumb children (3 - 16 years) took part in this experiment. Observation and interpretation of the children's behaviour when seeing films took place.

To get the film action together with the reactions of the children the film scenes were photographed (by means of a mirror) together with the children.

Conclusion

3 - 4 years: children at this age have no good and no long contact to the screen.
5 - 7 years: children of this age understand sequences of the film, the whole story of the film they don't understand.
8 - 11 years: at this age children correspond with the action of the film if the film is up to their age. The emotions of children are to be seen in pantomimic, gestic, mimic and linguistic expressions. At this age the understanding is differenciated between males and females.
13 - 14 years: children at this age group seldom show their expressions.
15 - 16 years: young people at this age group are very poor in expressions or they exaggerate in showing emotions.

The grade of the children's joy or anxiety when seeing films is much higher than that of adults.

One result of this research was that there are different types in percepting films.

1. the normal type has a male character: robust, impulsive, vivid
2. the more female type: quiet, sensible (very often boys belong to this type; therefore it is not correlated with the normal sex)
3. the nervous type: labile with either hysterical expressions or without any expressions at all.

Film education is successful only then if it is individualizing. Neither age groups alone nor sex groups alone nor the above mentioned typological groups can be more than a small help in film education.

1.A.59.

Film und Jugendkrimimalitat. (Film and juvenile delinquency).

Lavies, W.

Film und Jugend, Band III, Wiesbaden 1954, pp. 173. (G)

Purpose

This research investigates the influence of films on criminal behaviour of juveniles.

Procedure

320 Jouvenile Courts in towns with more than 10,000 inhabitants took part.

200 questionnaires were filled in by Jøuvenile Courts. There are five cases in which the film was the main factor for the criminal behaviour. In 15 cases film influenced the young people to criminal behaviour. In the same period more than 140,000 young people were sentenced.

Conclusions

Criminal offences are seldom caused by film influence.

1.A.73.

Films and other mass-media.

Pinna, L. : MacLean, M. S. : Guidacci, M.

Biano e Nero, Roma, pp. 171, 1958. (I)

Purpose

To investigate films and other mass-media.

Procedure

4,820 subjects (over 17 years) took part.
First of all a preliminary study of the social environments was carefully made. Then the research was carried out by means of questionnaires and interviews.

Conclusion

The results were presented in comparative tables at the end of the study; they concern a comparison between the social conditions, the sex, the age etc. of the persons who were interviewed and their tastes.

1.A.79.
Kind und Film. (The child and the film).

Sicker, A.

Huber-Verlag, Bern-Stuttgart, 1956, pp. 143. (Sc)

Purpose

This research investigates the influence of films on children's behaviour.

Procedure

280 boys and 146 girls took part in this experiment. Tuanima-Test, Pigem-Test, Field-Studies were used. The Tuanima-Test from Reich consists of 36 pictures, on which symbols are shown as sun, moon, heart, rose, knife etc. Each symbol has a certain meaning. The Pigem-Test is as well as the Tuanima-Test a projective test. The ~~proband~~ subject has to say what kind of animal he wants to be.

The aggressive component of each child was stated before the film "Hansel and Gretel" was shown. After the film the aggressive component was tested again. Another group of 141 boys and 102 girls were tested with a "Chaplin-Film". 38.5% of all boys and 32.2% of all girls changed their wishes at the Pigem-Test. Before the film 148 aggressive behaviour could be stated with the boys. After the film 54 less were stated. Before the film 20 aggressive behaviour could be stated with the girls. After the film 18 less were stated.
i.e. 36.5% less aggressive tendencies with the boys.
90% less aggressive tendencies with the girls.

Conclusions

The author believes that the film "Hansel und Gretel" has a high-significant tendency for reducing aggressivity. He hopes that by other similar tests the affective situation of human beings can be investigated.

1.A.81.
Impact of the Cinema on the Adolescent.

Smith, E. M.

E.N.E.F. Bulletin, April 1949. (U.K.)

Purpose
To study the effects on the social economic and emotional life of children between 13 and 16 years in certain areas, from all types of educational institution.

Procedure
During two weeks of the beginning of 1949, a group of 12 people under the leadership of Dr. W. D. Wall of Birmingham University, studied the impact of films on young people in the urban areas near Birmingham. The methods used included informal discussions, recording of spontaneous opinions, completion of two questionnaires well separated in time and in the case of one fifth of the children, an anonymous essay.

1.A.83.
Der Film als Erziehungsmacht. (The film as a power in education).

Stuckrath, F.

Gesellschaft der Freunde des Vaterlandischen Schul-und Erziehungswesens, Hamburg, pp. 72, 1953. (G)

Purpose
To investigate the behaviour of children while looking at films and after having seen films.

Procedure
Groups of children and juveniles took part in this experiment. The behaviour of the children and interpretation of their behaviour was investigated with all psychological methods including projective methods.

Conclusion
The expressions of children were much stronger than the expressions of juveniles. Most of the children identify themselves with the hero of the film. The younger the pupils the less they can analyse the content of the film.

The influence of films on children and juveniles is very high. If children go to the cinema frequently attitudes as given in the film are accepted. Therefore all teachers are obliged to help the young people against the effectiveness of films by film education. This new educational field aims at furthering a critical and analytical attitude towards the film.

1.A.88.
Connections between children's literature and cinema.

Tadini, F.

Lumen, No. 19, pp. 582, 1959. (I)

Purpose
To study interest in child literature in relation to cinema.

Procedure
270 girl pupils (15-19 years) in two classes took part in this experiment.
Direct observations were made on the behaviour of pupils.
Readings of literary texts and projections of films derived from literary texts were alternated. Afterwards discussions during the training-hours were organised.

Conclusion
The great advantage was noted of the contemporary utilisation of the literary text and of the filmic text for the development of the spirit of observation and of critic sense.

1.A.90.
Cinema e Gioventu: Studi~~i~~a degli aspetti sociali e dei Motivi di Interesse. (Cinema and youth: a study of the social aspects and of the motives of interest).

Tarroni, E. : Paderni, S.

Institute of Pedagogy, University of Rome, Rome, pp. 161, 1952.

Purpose
To ascertain the inclinations and the preferences of young people.

Procedure
5,000 boys and girls from 8 to 16 years took part.
Special questionnaires were sent to these 5,000 individuals of different social classes living in towns and villages in every region of Italy.

Conclusion

The results obtained permitted some fundamental conclusions on the following items:

- frequency of attending cinematographic performances;
- place which cinema has in the leisure time of young people;
- motivation of the choice of a film;
- interest towards the different kind of films.

All these items were studied according to the age, the sex and the environment of the individuals tested in the research.

1.A.94.

Der Film und die Antwort der Erziehung. (Film and the answer of education).

Troger, W.

Reinhardt-Verlag, Munchen, 1962, pp. 230. (G)

Purpose

This research was carried out to complete a series of researches already published and to develop principles for film education.

Procedure

Children and juveniles up to 20 years took part in this experiment.

3725 questionnaires were completed by:-
2609 pupils in continuation schools (13 - 20 years);
232 pupils of elementary schools (12 - 14 years) and
884 by pupils of grammar schools (12 - 20 years).

Conclusion

Development of understanding of the film:-

under 6 years: "Bildverstehen" - Understanding of sequences.
past 6 years: "Handlungsverstehen" - Understanding of actions.
past puberty : "Motivations - und Sinnverstehen" - Understanding of motivations and content.

Young people of the age of:
14 years go to the cinema 2, 3 times a month,
15 years go to the cinema 2, 4 times a month,
16 years go to the cinema 2, 8 times a month,
17 years go to the cinema 2, 8 times a month,
18 years go to the cinema 2, 3 times a month,
19 years - 20 years go to the cinema 1, 7 times a month.

The young people say that they learn much more by films than by all other sources as school, books, newspapers, radio and television.

1.A.96.
L'Educazione Contemporanea, (Contemporary education).

Volpicelli, L. : Rumi, M.

L'Educazione Contemporanea, Roma, Ed. Avid. pp. 337, 1959 (I)

Purpose
To study the attitude of boys and girls to the cinema.

Procedure
Some hundreds of pupils attending the elementary schools (8 to 10) took part.
A series of films especially for young people were projected. Afterwards the impressions, the behaviour and the reactions of the viewers were carefully studied. In addition the pupils wrote compositions about the films.

Conclusion
The experiment showed that films have a different influence on boys and on girls.

1.A. 98.
The Adolescent and the Cinema.

Wall, W. D.

British Journal of Educational Psychology, Volume XIX
Wall, W. D. and Simson, W. A., February 1949
Wall, W. D. and Smith, E. H., June 1949
British Journal of Educational Psychology,
Wall, W. D. and Simson, W. A., Volume XX, Nov. 1950,
Volume XXI, June 1961.
Journal of the Institute of Education, Birmingham University,
Wall, W. D., Volume I, October 1948 and February 1949. (U.K.)

Purpose
To study the effect of films particularly on the emotional life of adolescents between 13 and 16.11 years of age.

Procedure

The data were gathered in about one month from children in the urban areas of the Midlands. In the first phase general information about habits of attendance and preferences was obtained through questionnaires from 1250 girls and boys in three types of secondary school. In addition nearly 1,000 wrote an essay on "My favourite film". In the second phase, every film shown in a selected fortnight was seen and reported on by the team of adult observers. In the week following this fortnight, samples of pupils in secondary schools were asked to complete a detailed questionnaire on a film seen during the chosen period. This yielded 2,000 replies; in subsidiary enquiries the data were checked by a number of interviewers, and in a collateral enquiry, the book choices of some 2,000 boys and girls were studied to estimate the influence of the cinema on the choice of reading.

These methods of studying the problem were adopted by the team in the belief that an attempt to control the stimulus of the cinema experimentally subtly and incalculably alters the situation, and such a study might bear little relation to what is likely to happen under the ordinary conditions of "going to the flicks".

Conclusions

The general conclusions from the first part of the inquiry indicate that the cinema is an important educational force in the lives of adolescents. They turn to the cinema for information about life, for guidance on how to behave and to dress; this is especially true of girls.
Adolescents are most avid for information about human relations and to many the cinema is the only school in which they are taught such things in a way they can apprehend.

The second part of the inquiry, the emotional effect of certain specific films on 476 boys and 370 girls was analysed. It seems that the cinema provides a powerful stimulus to fantasy life, yielding an enduring satisfaction to both boys and girls especially those dealing more or less seriously with human themes. Certain films and incidents stimulated crude erotic fantasy, especially among boys, but few experiences of fright are recorded. In a callow and naive fashion the adolescent audience is critical, clinging to certain ideals and responding to broad presentation of worthwhile effort. Nevertheless the process of conditioning is insidious and the problem is how to sharpen the nascent and ill-formed awareness of right and wrong.

The five papers summarized here appear in:

The British Journal of Educational Psychology Vol. XIX
by W. D. Wall and W. A. Simson, February, 1949.
by W. D. Wall and E. M. Smith, June, 1949.
The British Journal of Educational Psychology, Vol. XX
by W. D. Wall and W. A. Simson, November, 1950. Vol. XXI
June 1951.
Educational Review: The Journal of the Institute of Education, Birmingham University, Vol. I, October, 1948.
by W. D. Wall and February 1949.

1.A.99.
Jugend und Filmerleben. (Youth and film viewing).

Wasem, E.

Reinhardt-Verlag, Munchen-Basel, 1957, pp. 140. (G. Sc.)

Purpose
This research investigates behaviour of children and juveniles when seeing films and tries to find categories for film education.

Procedure
300 male pupils and juveniles from 10 - 17 years were tested by: Wiggle-Test, observation according to Gratiot-Alphandery and A. Bouisson, Wartegg-Erzahltest in a special version, reports.

Conclusions
It is possible that children from 6 - 7 years get nervous by seeing film scenes because these are understood in isolation. The adjustment to the world of the adults is furthered by frequently going to the cinema.

8 - 10 years: The eidetical phenomenon enriches the reproductive behaviour of children. Children very often "collect" film-seeing.

11 - 13 years: A regular film visit at this age furthers extroversional attitudes.

14 - 15 years: Star-adoring begins. The young people are endangered in their sexual development by frequently going to the cinema.

All boys and male juveniles like fight in all versions.

There are differences in understanding film between children and juveniles living in towns and those living in villages. Country children have the same development but not so quickly as children and juveniles from towns.

The better films are understood the better they are remembered. If the film as a whole could not be understood details and sequences are remembered in isolation. The atmosphere of the cinema has a great influence on children's minds. Social and moral norms in films influence children's minds only then if they are connected with the action.

1.A.102.

Untersuchung uber das Filmerleben und seine psychologischen Begleiterscheinungen Bei 6-bis 12 jahrigen Kindern. (Investigation of film experience and its psychological side effects on 6-12 year old children).

Wissenschaftliches Institut fur Jugendfragen in Film und Fernsehen, pp. 183, Munchen, 1962. (G)

Purpose

This research investigates the behaviour of children from 6 - 12 years while seeing films. Another purpose of this research was to find out how far psychological and physiological facts correspond when seeing films.

Procedure

2000 children from 6 - 12 years, took part in this experiment. The tests used included:

a. photoelectric pulse measurement
b. sphygmographical pulse measurement
c. electro-cardiogram
d. statistic methods
e. observations of the children's behaviour while looking at the film
f. exploration of individuals and groups
g. picture test.

Conclusion

There are several specific stages of emotions. The higher the intensity of emotions the faster the frequency of pulse. The intensity of emotions depends on the effective power of film scenes.

There is a very high correspondence between expressions of children and their emotions; that is proved by psychological measurements as well as by the frequency of pulse, and the frequency of breath. Children understand special films for children better than films for adults. They cannot understand flashbacks. Understanding of films scenes corresponds very high with the action of the film. The older the child is the more it can understand the film without a high activity in the action. Shocking emotions cause a high lability of children's pulse.

1.A.104.
Le concours international du film recreatif pour enfants.
(The International competition of Children's Entertainment films).

Zazzo, F. : Zazzo, B.

Courrier du Centre international de l'Enfrance.
Paris IV, 5, 1954, p. 235-258. (F)

Purpose
The International Competition of Recreational Films was organised to encourage the production of films which are suitable for children and to fix certain criteria. The purpose of the research described here was to analyze the children's votes, to explain the vote, and to see the reactions not explained by the children's choice.

Procedure
1, 473 school children in two groups took part. The first group consisted of children in elementary classes (7-9 years old) and the second of children in higher elementary classes (10 - 12 years old).

90 films were shown to the children who were asked to select those which they liked best. 28 films were selected by the first group and 33 films by the second group (11 films in common for the two groups were chosen). After the projection of the films the children were asked to vote for the film they preferred in each category:- Fiction films with actors, documentaries; marionettes and dolls; cartoons etc. After the first selection 11 films were selected by the first group, 14 films by the second group for the semi-finals. In the finals each child designated the final winner.

During projection the reactions of the children were recorded. The votes of the children were analysed according to their age level and sex. Then the relation between the children's vote and their reactions in front of the screen were analysed.

Results

The difference between the choices of boys and girls were much greater in the first age group than in the second. A difference in age of two years had about the same as the difference in sex, in the choice of films.

Finally there are special characteristics for each sex. The girls' preference was for the child-hero, people in distress, films with slow-action. The boys' choice was action film or where an event is recounted more than about people.

1.A.107.

Une Enquete sur le Cinema et la Lecture chez les Adolescents. (An enquiry into the cinema and reading habits of adolescents).

Zazzo, B. : Zazzo, R.

Enface 1957, No. special "Les cine clubs di jeunes, p.389-411 (F)

Purpose

The cultural value of film is often contested,making films responsible for the lack of reading done. This experiment investigates whether there is rivalry between films and books.

Procedure

3,927 young people (male and female, aged between 14 - 18) were divided into 2 large categories: students in secondary schools and students in trade schools.

In order to permit a comparison between reading and movies a questionnaire was prepared concerning 20 films taken from literary works. It asked which of the films were seen and which of the books read and whether the book was read before or after seeing the film. It also asked whether the book or the film was preferred.

Various statistical calculations were made; percentages, averages, calculations of X2. chi square

Conclusion

A distinct difference was noted between the amount of reading by working and middle class pupils. It is less distinct for films. No matter what the social-cultural milieu is, more films are seen by boys than by girls. As to the reading of books the sex factor is not the same in the two milieus; in the working classes the girls read less and in the middle classes they read more. In both milieux, the knowledge of the film motivates reading the book. The absolute ratio in the increase of reading is the same.

The majority of the trade school students prefer the film to the book. The preference of the High School students varied a great deal from one book to another.

1.A.108.

La jeunesse et le cinema. (Youth and the Cinema).

Zazzo, B. : Zazzo, R.

Courrier du Centre international de l'Enfance, Paris, 1958, 4, p. 185-197. (F)

Purpose

The continuation of research conducted during the Internation competition of Recreational Films. This investigation puts the emphasis on the viewer, his preoccupations, his attitudes and pleasures as a means of studying the reactions to the films chosen.

Procedure

1st Investigation: A questionnaire was given asking how often they went to films; the choice of the films and their preferences for certain films; the attitude they had towards censorship and the correlation between the frequency of going to films and reading.

2nd Investigation: Nine films were chosen and shown during nine different sessions.

Audience reaction was investigated by:

a. recordings made during the projection,
b. questionnaires after the film,
c. debates by small groups,
d. a final questionnaire to compare different films and complete the investigation.

Conclusion

1st Investigation:

1. Students in the Lycees attend the cinema less than those in the Trade Schools.
2. The frequency in which a family go to the cinema diminishes (as the children grow older they go to the cinema with friends of the opposite sex).
3. The films which youth go to see do not seem to be the ones that had the most commercial publicity.
4. Many youth under sixteen see films which are officially censored and prohibited. (60 per cent. among Trade School pupils, male and female: 40 and 20 per cent. amont the Lycee students, male and female).
5. There seems to be a positive correlation between cinema attendance and reading.

2nd Investigation: Answers to three different questions rising from three different films were investigated.

1. How do children judge parents in their role as educator in the film "Demain il sera trop Tard"?
They feel that parents do not help them with their sex education.
2. The right of parents to dispose of the child's future sentimental life in "Elle n'a danse qu'un seul ete"?
Youth generally refuse parental authority by not answering the question.
3. The right of parents to dispose of their professional future in "Le Point du Jour"?
There also, the children refused the parental authority, but accepted the idea that parents guide them, or help them from making serious mistakes.

1.A.109.

Jugend und Film. (Youth and Film).

Zochbauer, F.

Verlag Lechte, Emsdetten 1960, pp. 220. (G)

Purpose

This research investigates the effect of films on human behaviour and human mind.

Procedure

520 juveniles and adults took part. The test used was a variant of the "Luscher-Farbtest" test developed by Zochbauer. The ~~proband~~ subject decides upon the colour he likes most. By changing his mind at the second colour test after the film the proband allows to draw conclusions from the effectiveness of films.

All ~~probands~~ subjects were tested before and after the film. Zochbauer wanted to work in groups, he tested all persons and took them together in different colour-groups, i.e. grey group, blue group, red group, green group etc.
Then he stated the position coefficient for each group and each person. The author develops his own theory of "colour types".

Conclusions

By changing the position coefficient within the group the ~~proband~~ subject shows that the film has had a certain effectiveness on his mind. The more distinct the attitudes of an individual are the less he can be influenced by film. The character of young people is not yet so distinct. Therefore they are very easily influenced by film, except two types of young people: those with a critical mind and those with prejudices.

1.A.110.

Das Filmerleben und seine Auswirkungen auf Kinder und Jugendliche. (Film experience and its effects on children and adolescents).

Zulliger, H.

Hoheneck-Verlag, Hamm/Westf. pp. 21, 1958. (G)

Purpose

The research investigates the effect of film on children and juveniles.

Procedure

All reports are analysed corresponding to the method of Sigmund Freud. Case studies and explorations prove that many children are endangered by film. Most endangered are two types:

a. spoiled children
b. neglected children.

Conclusions

The best help against the dangers of films is parental love and a good atmosphere in the family. Collective education never can substitute the atmosphere of the family. Teachers are to help especially those children missing the good family atmosphere. The hero of the film must be a real hero, a model of human being. Teachers should especially help those children to see good films.

1.B. Educational film, general and in relation to other media

1.B.1.

Une experience d'information dans les classes de fin d'etudes primaires. (An experiment in information with classes of children in the last year at primary school).

Bacquet, R. : Chaudagne, H. : Larcebeau, J. : Leon, A.

Bulletin de l'Institut national d'orientation professionnelle, Janvier-Fevrier 1954, 1, p. 3-27. (F)

Purpose
To examine methods of providing information about professional horizons for boys. To give them a professional choice in what interests them and is within their aptitudes.

Procedure
Eight classes, 124 pupils of 13-14 years in their last year of Primary school took part in this experiment.

Information about the child was gathered through the family, the teacher and the counsellor. A pamphlet "From School to Trade" was distributed to the parents; lessons were given by the teachers; discussion and films were presented. The 124 pupils were separated into two groups: One was experimental and these went through the three different phases of the experiment. The other was a control group which only went through the first two phases of the experience. A series of questionnaires were given to control the information acquired. Percentages, averages and tests of significa~~tion~~nce by "Chi square" were used.

Conclusions
1. The influence of the pamphlet. It seems that the pamphlet was largely read by the parents: the children were interested but the pamphlet did not bring about a sufficient amount of discussion between parents and children.

2. The contribution of the teacher's lessons: They enriched the child's knowledge, but the ignorance of the children remained great in this field.

3. The contribution of the discussions and the films: The experimental group which received this last method of information had a greater knowledge of trades and showed a greater distinctness in their choice in reference to the manual trades. Thus this information created new attitudes in regard to jobs in general.

1.B.2.

The effectiveness of filmstrips and a sound film in teaching a science topic.

Barton, W. H.

Degree thesis for Manchester University (unpublished) 1957 (U.K.)

Purpose

1. To test the general effectiveness of the visual method in a science course on the topic water,

2. effectiveness of visual method in teaching facts, scientific principles, processes, applications,

3. the effectiveness of photographs and of line drawings in the filmstrip,

4. the performance of children in verbal and visual tests.

Procedure

The test covered a course of teaching over 29 periods of instruction of average duration 37 minutes, carried out in the first forms of two co-educational grammar schools, comprising 224 pupils. In school A, one teacher taught the first four forms, two by visual methods, two by the control method. In school B, two teachers each taught two forms, one by visual and one by the control method.

A test of 52 items was constructed giving scores for facts, principles, applications and processes. Visual items covered material which was taught by filmstrip photographs or diagrams to the visual group and by verbal description or blackboard diagram to the controls. The tests were administered immediately after the course and were repeated three and six months later. Ten months after the end of the course the pupils wrote a 40 minute essay on water supply.

Conclusions

The visual method is most effective in the teaching of scientific facts as distinct from principles and processes, and in helping to recognise and remember visual data, especially when these are in the form of actual photographs. The visual method is most suitable to teaching D stream pupils.

1.B.11.

A comparison between silent and sound films in teaching.

Craig, G. D.

British Journal of Educational Psychology, Vol. XXVI, 1956, p. 202-206. (U.K.)

Purpose

To find out whether a teacher can take a 16mm. sound film and improve its effectiveness by using the mute copy.

Procedure

The actual testing took place over a period of ten weeks, but a good deal of preliminary work had been done to select suitable films and to devise suitable questions. The children taking part were first year children in a four stream secondary modern school in May 1954 and the first year children in the same school in May 1955. Six sound films were selected from the Science Section of the Sheffield Education Committee Film Library and were shown to the children once only, one film per week over a period of six weeks. Immediately after seeing the film and again four weeks later, a test paper was answered. Each group saw three sound and three silent versions. The teacher spoke the unscripted commentary adapting the material to the level and experience of the class.

Conclusions

The results show that the silent version with teachers commentary achieved significantly higher test scores than the sound version used alone, both on immediate and delayed recall and with both normal and backward pupils. It must be noted however, that (1) the type of film used might be a limiting factor. (2) The sample population was necessarily a narrow one. (3) The silent versions were all demonstrated by the same teacher - quite different results might be obtained by other teachers in the same conditions.

1.B.13.
E. N. P. I. (National Society for the prevention of accidents).

Rome, 1954-62. (I)

Purpose
To promote, increase and propagate consciousness in order to prevent accidents.

Procedure
Audio-visual aids were produced on the subject of accident prevention. They were distributed all over Italy and the results examined, region by region.

Conclusion
The audio-visual aids have shown their great utility in the prevention of accidents.

1.B.67.
A Psychological study of film production for child audiences.

Tavistock Clinic

Petroleum Films Bureau, London, 1950, pp. 36 (U.K.)

Purpose
Study I. A small scale investigation to assess the effects on children of junior school age of seeing three Road Safety films:- "The Ballad of the Battered Bicycle", "The Puddle Muddle Riddle", "Playing in the Road".

Study II. Children's interest in a new production was enlisted and their reactions tested throughout the preliminary stages, even before the story of the proposed film had been conceived.

Procedure
Study I. Four Junior Schools in the Harrow district co-operated with the five psychologists of the staff of the Tavistock Clinic and Institute of Human Relations. The methods employed included various forms of activity devised to enable the children to express spontaneously how the films affected them, such as chalk drawings, story completion, play activities, all conducted by one investigator with a group of about ten children.
Conclusions from this study indicated the need for closer contact with children when making children's films. This led to the second inquiry. The sponsors had decided to make a new film on Road Safety and wished to enlist the help of children.

Study II. The purpose of the new film was to deal with road accidents caused by children suddenly darting across the road. The study was conducted in two phases. In the first, work was done in two Harrow schools, with 8-9 year olds, who, under the leadership of investigators, in groups of ten, evolved stories which produced varying degrees of response and participation from the children. One of these was eventually chosen and tried out on a class of 7-8 year olds in a Primary Junior Mixed School in the Harrow area. The class was divided into three groups; two acted and gave verbal responses and the third wrote their comments. Each phase of the story was thus subjected to the children's criticisms, which were fully discussed with the script writer. The original script was revised and the new Road Safety film was produced in 1950.

Conclusions

Study II. The most effective way of influencing children will result from the integration of safety considerations and safety rules within a theme which gained their full interest. Great attention must be paid to the relationship that is built up between the children and adults in the film. The story should fit in with the kinds of aspirations which children have as an essential part of their growing up towards adulthood.

1.B.37.

Comparison des durees cinematographiques par l'enfant. (A comparison of film lengths by children).

Lajeunesse, J. : Rossi, R.

Enfrance, novembre-decembre 1957, p. 583-586. (F)

Purpose

An enquiry into the length of films as estimated by children.

Procedure

Twenty-five pupils in the 4th and 5th Grades took part in this experiment. Three versions of the same film (16mm., black and white, without sound) were used: one with close-ups, the second with general shots, and the third with a normal proportion. The deviation in the results of the answers to two similar questionnaires given before and after projection measured the acquisition of knowledge. Two questions were added to make the notion of length precise. How long did you stay in the dark during the film? (An estimate of real length T1.) How long did the actor take to make his thermometer and occupy himself with the person in bed? (Estimate of the length of time used by the actors T2).

Conclusions

With the Grammar School children the results from the point of view of comprehension were different according to the version of the film T, and T2, were about the same, but it was found that:

20.80/0 estimated that Tl, was less than T2
34.80/0 estimated that Tl was equal to T2
3.90/0 estimated that Tl was superior to T2.

With the adult students: the average of the T2 was higher than the time of Tl in projection.

The following percentages were found:

400/0 estimated Tl less than T2
360/0 estimated Tl equal to T2
240/0 estimated Tl superior to T2

Thus we see that children and adults have a reversed conception of Tl (projection time) and T2 (action time). Nevertheless this experience should be followed up because of the small sample of adults used. But we conclude that the children are greater realists concerning real time Tl, that adults are more objective concerning the time of action T2.

1.B.38.

Influence de certaines modifications de la structure des film sur l'integration des contenus cinematographiques par des infants d'age sculaire. (The influence of certain modifications in the structure of films in the integration of the cinematographic content by school children).

Lajeunesse, L. : Rossi, R.

Revue Internationale de Filmologie, Vol. 32-33, January-June 1960, p. 90-100. (F)

Purpose

To compare comprehension by a homogenious group of children of differently constructed films.

Procedure

218 boys (3rd Grade) took part in this experiment. Three different versions of a teaching film about the thermometer were used. The films were silent black and white, about 45 metres long.

Version A: An equal number of long shots and close-ups were used creating a heterogenous structure.
Version B: A predominance of long shots giving a synthetic structure.
Version C: A predominance of close-up shots giving an analytical structure.

The children filled in similar questionnaires before and after the projection, in order to measure the growth in knowledge. Compositions were also written about the films.

A study was made of the significant differences between the percentages. The si~~gnifican~~t tests (of significance) were ~~X2~~ Chi square and ~~the T of the~~ students 't'-test.

Conclusions

The projection of the film "The Thermometer" in all three cases brought a gain in knowledge, but this gain varied according to the versions.

(I) The Version C was the most homogenious version in construction and brought about the greatest gain.

(II) Version B the most heterogenious in construction, brought about the least profit.

(III) In certain cases, each of the three structures of film space, presented suitable forms to expose elements of knowledge situated at different levels of comprehension.

1.B.39.

The impact of Visual Aid Displays showing a manipulative task.

Laner, S.

The Quarterly Journal of Experimental Psychology, Vol. VI, Part 3, Aug. 1954, p. 95-106. (U.K.)

Purpose

To test the efficacy of visual aid material in imparting instruction about a manipulative task.

Procedure

A moving film and filmstrip, composed of line drawings, were compared in respect of their efficacy. Their respective effects were tested by making the subjects actually perform the task, in this case, the dismantling, repair and subsequent re-assembly of a sashcord window. Seventy-five subjects were tested, of whom sixty-three were National Service men (R.A.F.) and twelve were University students. The task performance as shown in the film was considered to be the correct performance. The filmstrip, consisting of fifty-one frames was prepared in the laboratory. The commentary for the film and the filmstrip were both recorded on a wire recorder, the wording for both types of display were virtually identical in phrasing and content.

Each subject was told in advance that he would be asked to perform the task after the showing. A close record was kept of each performance, but timing was dropped after a try-out. Intelligence test scores (H.H.4 - a written intelligence test containing verbal and non-verbal items) and NIIP Spatial Relations test scores were obtained for sixty of the performers, who were National Service men. This was not possible in respect of the remaining subjects, twelve of whom were university students.

Conclusions

All-in-all, fidelity of representation emerges as a misleading notion in the construction of visual-aids to present a manual task. It is adequacy of presentation that should be aimed at. It is not synonymous with fidelity of representation.

1.B.40.

A comparison of the efficiency of sound and silent films as teaching aids.

Mackintosh, D. M.

Scottish Educational Film Association, Research Publication No. 3, 1947, pp. 20. (U.K.)

Purpose

To investigate whether pupils most readily acquire the main facts which are visually presented by using a sound film or by using a parallel silent film along with a teacher's commentary.

Procedure

The investigation was conducted in Junior Secondary school in Fife, in 2 stages. Only the second stage is reported here. The film chosen was Water Power used as part of a physics lesson, shown to two groups matched for I.Q. and previous class work, in each of 2 Junior Secondary Schools. The experiment was repeated in another school using Water Power as part of the geography lesson, and a third time using Wheatlands of East Anglia. The presentation of the film was followed by an objective test which was drawn up by a panel of teachers.

Conclusion

The general result, as given in the tables is not very conclusive. A later, detailed investigation of the answers and a general inquiry with the pupils led the experimenter to conclude that within the limits of the experiment the silent film with teachers commentary is superior to the sound film, provided the teacher knows the film well and has prepared his commentary well. The sound film has advantages over the silent film when used for background purposes. Further, the direct teaching film should be short and should deal with specific points.

1.B.45.

The suitability and the use of an experimental film about traffic.

Nederlandse Onderwijs Film, The Hague (to be published) (H)

Purpose

a) Verification of some hypotheses on which the production of the film in question was based. These hypotheses refer to the choice of the main actor, the amount and the grade of difficulty of the subject-matter (traffic problems), and the cinematografic approach in dealing with this subject-matter;

b) To determine the age level for which this film is best suited:

c) To determine the value of the film as to its possibility in helping the children to use their previous knowledge in dealing with traffic situations.

Procedure
30 primary schools took part in this experiment. About 2700 children from 9 - 12 years old took part. After having seen the film the children had to answer a questionnaire of about 50 multiple-choice questions. Before the presentation of the film some questions were answered to determine roughly the social level of the children and their previous knowledge on traffic-rules.

Conclusion
Work not yet completed.

1.B.49.
Le Film a l'Ecole. (The film in School).

Pedagogie Education et Culture, 1950, pp. 7. (414-425) (F)

Purpose
To investigate the pedagogical value of the teaching film and the most favourable way of using films.

Procedure
About 3,000 students boys and girls of all ages, took part in this investigation. The experiment was divided into four parts:
1. Dec. 1948: the teaching of geography with and without the use of films during one semester.

2. June 1949: the film "Latitude and Longitude" was shown to a class of first year High School students (Lycee). A questionnaire was given before and after the film, after which the teacher gave a lesson 8 days after the film. The film was then projected again 8 days later and another questionnaire was handed out.

3. November 1949. The film "Latitude and Longitude" was shown to students in the last year of primary school. It was preceded by a lesson. Controls were taken before and after the projection.

4. October-February, 1950: A general experiment was carried out with teaching films, during the school year in 66 primary school classes.

Questionnaires were given in February to 66 teachers, to find out how many films were presented to their students and which ones they preferred, what the influence the films had on the students, what methods of utilization of the films in the class were the most favorable.

A quantitative study by percentages was made after which a qualitative study to analyse the open questionnaires.

Conclusion
For the first three tests, the results proved that there is a certain influence on the acquisition of knowledge. From the questionnaires of the fourth experiment the following conclusions were made:

Films where there were many animated scenes were preferred by the children.
The teachers preferred the films containing many and clear schema.
The children have to be educated not to take a passive part during the film.
The commentary given by the teacher is preferable to the commentary of the film with speakers.
The results are better when the film follows the lesson and when it is projected a second time.
On the whole the results are good. Films help the teacher to teach.

1.B.53.
Preparing a classroom film by Wall Charts.

Pirkheim, F.

S-H. B. Film-Post, Vienna, No. 89, 1961 pp. 12. (A)

Purpose
An attempt to facilitate comprehension of classroom films for seven and eight year old children attending a village school.

Procedure
Pirkheim has observed that, because of the rapid change of scenery, rural children very often miss essential details of a classroom film.

In order to make instruction more effective, Pirkheim has photographed 15 important scenes out of a film on the "Road Travelled by a Letter", and made 13 x 18 cms. enlargements. These photographs plus short texts were put up on a flannelgraph in the classroom a few days prior to the showing of the film. Thus the children had a chance to become acquainted beforehand with the basic elements of the film.

Conclusion
On showing the film it was obvious that the children understood the contents far better than before. With the aid of the photographs, which were now shown without the accompanying texts, they easily remembered the details of the film. The preparation and interpretation of the film with the aid of stills had considerably increased the comprehensive ability of the seven and eight-year-olds, and also enriched the quality of the instruction.

1.B.82.

The efficiency of the screen niche.

S. H. B.-Film-Post, Vienna, No. 64, pp. 6. (1957) and No. 72, pp. 12 (1958). (A)

Purpose
In many small village schools children of different age-groups have to be taught by one teacher in one classroom. The separate showing of slides and films for one age-group is therefore different because it would distract the children of the other groups and necessitate either blacking out or at least dimming the classroom. In order to overcome these difficulties experiments were made with the construction of screen niches.
Screen niches were made consisting of small projection areas (70 x 70 cm = 28 x 28 inches) screened off on all four sides by projecting black blinds: the picture thus appears at the end of a dark funnel or shaft and blacking out the classroom is not necessary. The children of the age-group for whom the showing is meant stand or sit in front of the niche and observe the showing. In the meantime all others are undisturbed and may continue to do their work.

Conclusion
Reports from more than twenty schools which have used this method for up to three to four years, indicated that they have proved their worth.

Teachers emphasize the fact that in some schools where several age-groups are taught simultaneously in one classroom, it had formerly not been possible to use slides and films at the appropriate point of the curriculum. These slides and films necessarily had to be shown to children of all ages at the same time. Now, with the development of the screen niche, the situation has changed and the showing may now be effected in accordance with the curriculum.

1.C. Films in Subject Teaching

1.C.1.

Vyznam akolnich filmu a diafilmu pro uskuteonovani polytechnickeho vzdelani zactya strednich skol. (The importance of school films and filmstrips in the polytechnical education at secondary schools).

Auerswald, F.

Pedagogika, roc. 3/1953/, c.8-9, S.477-487. (C)

Purpose
A comparative study of the didactic value of school films and slides.

Procedure
This experiment was carried out in 3 normal third classes of a secondary school in Prague in 1953, involving 14-years scholars without any particular selection.
Subject matter: Chemistry: Cement technology
The pupils in the A division were taught by means of textbooks and diagrams
The pupils in the B division were taught by means of slides
The pupils in the C division were taught by means of a film.

The slide series included 25 pictures, 19 of which were identical with single frames of the film while six were different. The diagrams of raw materials, machinery and storage facilities were drawn in the textbook by the same technique as in the film and on slides.

The text was based on the commentary of the film 'Cement technology'.

The study of the results of the experiment was accomplished through:
- a. free account / written narrative /,
- b. free drawing made by the pupils,
- c. inserting terms into prepared diagrams,
- d. written answers to questions given in a questionnaire, and
- e. interview.

Every class had its turn once a week. On the same day the written tests were checked and next day at latest the interviews were finished. All topics were presented without any previous psychological or pedagogical preparation.

The presentation of the subject matter on cement took 10 minutes. Thereafter the pupils wrote an essay on Cement technology, they drew all they could remember and gave a description of it. This test took 25 minutes. After they had finished and delivered their work they were given the task of inserting terms (12) into prepared sheets including a diagram of a cement factory; also, they answered 17 questions (these were general questions covering the production process and took 35 minutes to answer). Individual interviews followed in order to complete the picture of the pupils' knowledge. (10 minutes on average.)

Conclusion

Pupils taught by means of slides used more extensively terms of their own in the descriptions than pupils taught with the aid of pictures.

As for the reproduction of names of machinery and raw materials, and the chemical principles, better results were obtained by slide-taught pupils, while questions concerning descriptions of machinery, facilities, functioning and products were better answered by film-taught pupils.

For improvement of descriptions and explanations of machine functions, film was more important than pictures and slides. This fact stresses the general didactic significance of films, because school must teach the pupils to comprehend the didactic inter-dependence of all action in nature and society. School has to compensate in an appropriate manner the indisputable drawback inherent to school films, namely the inability of films to teach correct terms efficiently. The results of the study shows the necessity of combining different teaching aids.

1.C.8.

Film in the teaching of the French Language.

Cassola, S.

Quaderni Didattici, Cinetecha Scolastica, Roma, No. 2 pp. 16
1953. (I)

Purpose
To experiment the use of film in the teaching of foreign languages.

Procedure
Some classes (2nd and 3rd grade pupils of 12-13 years) took part in this experiment. In a part of these classes the teaching of French was made by the help of a series of films entitled "Le Francais par le Film" (by Arne Bornebusch, Europa Film, Stockholm) divided into 24 lessons.
The other classes were taught following the usual methods.

Conclusion
The results were extremely good in comparison with the classes where films were not used.

1.C.14.
Training made easier, Problems of Progress in Industry, No. 6 1960.

Department of Scientific and Industrial Research, H.M. Stationery Office, London, pp. 50. (U.K.)

Purpose
To present briefly and simply the results of new research.

Procedure
The problems of training are discussed in the light of four recent studies under three headings; What do trainees have to learn, how can trainees be helped to learn, and problems of application. The studies included consideration of the perceptual load as a factor in developing or retarding efficiency and the significance of visual aid in the form of a scale to give pressure measures.

Conclusion
When a new technical device is being introduced, expert advice should be sought because theories of training have not yet been developed to the stage where they can be handed over directly to ordinary industrial staff.

1.C.17.

Prve skusenosti z skolskeho filmu v matematike. (First experiences from the research of the use of the school film in mathematics).

Dubecky, K.

Matematika ve skole, roc. 12/1961/62, c.7, s.388-395. (C)

Purpose

To investigate the use of films in mathematics.

Procedure: Experiment 1.

An experiment was made in the teaching mathematics with and without the aid of films. The investigation took place in two parallel classes of a secondary school in Bratislava in 1960. Both classes were approximately at the same level of proficiency, the number of pupils being 24 and 23 respectively. For checking the results of the investigation and questionnaires, written tests, and interviews were used.

Mathematical subject matter: Functions (Part 1 and Part 2)

The first test involved 10 problems on which the pupils had to demonstrate their knowledge of the subject matter that had been taught and also presented in the film Functions (Part 1).

The problems were presented as follows:

1. Occurence of mutual dependence of magnitudes: example
2. Empirical Functions - explanation and example
3. Direct proportionality - explanation and example
4. Fundamental form of an equation representing a direct proportionality - explanation of its elements

5.and

6. An example taken from the film sequence (on the work of a combine) - solution and diagram
7. Positive and negative constants, diagram, representation
8. Linear dependence, equation and diagram

9.and

10. An example taken from the film sequence (consumption of fuel in an aircraft, equation and solution).

Conclusion

In the A division (with film presented) four pupils succeeded without fault (i.e. 100 p.c.) only two pupils scored less than 50 p.c. In the B division (no film) no one reached 100 p.c. and six pupils were below 50 p.c.

The difference was most obvious in the results of the problems Nos. 2, 7 and 8. The notion of the empirical function has been better comprehended by those pupils who had seen the film sequence. The results of the tests as well as other results have proved the superiority of teaching methods using films.

Procedure: Experiment 2
The second written test involved also 10 problems the subject matter of which pertained to the film Functions (Part 2), as follows:

1. Inverse proportionality - explanation
2. A problem devised by the pupils themselves on inverse proportionality and solution of this problem
3. Fundamental equations of inverse proportionality - concepts
4. and
5. Representing the functions $y = 2x$ and $y = 2/x$
6. and
7. An example taken from the film sequence (on the cutting speed of a lathe)
8. A diagram representing the direct and inverse proportionalities - explanation
9. and
10. Diagram of the functions $y = k/x$ and $y \overset{\frown}{=} k/x$

Conclusion
In the B division (with film presented) 8 pupils succeeded without fault (i.e. 100 p.c.) no one scored less than 50 p.c. In the parallel A division (no film presented) only one pupil reached 100 p.c. success while three were below 50 p.c. The differences between the results were not so pronounced. This fact could be explained by considering that the second test was more general and less related to the contents and subject of the film Functions (Part 2). Some problems involved elements of previously taught subject matter. With the exception of two instances 4 and 9 problems were better solved by pupils who had seen the film. The most pronounced differences occurred in the results of problems Nos. 2, 6 and 10.

The study of the results shows that film as a teaching aid is most useful in cases where good insight is important. In our example good insight was achieved through diagrams. In cases where calculations are more important the efficiency of films is not so evident. Even with individual pupils better results of tests were observed in that part of the investigation where film was used.

General Conclusion

By means of these investigations it has been proved that using films in the classroom broadens and enriches the knowledge of the pupils, especially in those elements which are difficult to present in a usual manner. As films introduce new and suggestive elements into teaching, they help to bridge the gap between real life and school. Films encourage prompt and accurate work, in particular if a certain amount of design and drawing is needed. The reproduction of all kinds of subject matter is made much easier, the answers are more comprehensive and detailed whereas the time consumed is shorter.

In general, the answers of the weakest pupils were based only on notions introduced by the film. In their works and in discussions these pupils dwelled minutely on formulations and conclusions drawn from the film. They stated that the film had been particularly suited for the explanation of graphical solutions.

In questionnaires, all pupils expressed a positive attitude towards films as teaching aids. The best pupils commented in detail the sequence and often remembered many particularities. Among the weak pupils the experiment has shown very expressively the significance of the intuitive method of teaching for it attracted their interest and activated their attention.

1.C.25.

Une experience d'enseignement visuel en Science Naturelles.
(An experiment with visual methods in the teaching of natural science).

Leboutet, L.

L'information pedagogique Paris 1949, pp. 4, 154-157, pp. 5, 192-194. (F)

Purpose

To investigate the effects of visual aids in Natural Science teaching.

Procedure

Two classes of nine and ten year olds took part in the experiment. The two classes, one experimental the other control, were first made compared for I.Q. (Pieron Collective test). The same teacher gave courses on the vertebrate to the two classes for four months.

In one class audio-visual material was used: live animals, stuffed animals, skeletons, filmstrips, films, episcope, etc, were used. In the other class no such material was used. Periodically, and one month after the experiment, a questionnaire was given to measure the acquisition of knowledge. Questions which called on faculties other than memory (the faculty to compose, organize) were eliminated. The questions given were the type where the student chooses the right answer, simple choice, or alternating choice. After each test, a comparison of the results for each child in the two classes was made. For this ~~the~~ Students ~~T signification Test~~ was used.
t-test of significance.

Conclusion

The experimental class was weaker at the beginning but at the second, and all subsequent tests was superior. The calculations show that this difference was not chance. We could, at the same time observe that the students preferred the classes with "cinema" that they find them more alive, more interesting and also, they get less tired.

We can, thus, conclude that audio-visual aids facilitate the acquisition of knowledge.

1.C.30.

Het Gebruik van Aanschouwelijke, Visuele en Audio-Visuele. Hulpmiddelen Bij Het Aardrijkakunde - Onderwijs op de Scholen Voor Het V.H.M.O. (The use of visible, visual and audio-visual aids in geography teaching in secondary schools).

Muller-Verduin, H. S.

Unpublished Amsterdam. (H)

Purpose

To determine whether a documentary film on Hong Kong made for the general information of a general audience, can be made suitable for geography lessons in secondary schools by simple alterations.

Procedure

The 70 pupils were divided into an experimental and a control group. The original version (with a Dutch commentary) of the English documentary film "Hong Kong" (17 minutes) was shown to the control group. A second version of the same film, now with a new commentary and with some inserted maps, was shown to the experimental group. This new commentary was adapted as much as possible to the subject-matter of the geography lessons of that class. It contained motivational questions, repetitions and resumes of the scenes shown in the film.

Before seeing the film both groups had to make an essay about the question: "What do you know about Hong Kong?". After the film was shown all pupils had to answer the same questionnaire.

Conclusions

There were no indications that the experimental group on the whole was superior to the control group. A better commentary seemed to be valuable, but compared to the pictorial part of the film the verbal text seems to be of secondary importance. The value of a commentary without synchronous pictures seems very doubtful. The students were not sufficiently conscious of the fact that they might learn something from the film. They don't seem to have the intention to learn when seeing a documentary film that is meant for general audiences. In assimilating the content of the film the pupils need the help of the teacher.

Improving the verbal text does not greatly improve the educational value of the film as a whole.

1.C.34.

Onderzoek Naar Het Gebruik van Audio-Visuele Hulpmiddelen Bij Het Technisch Onderwijs. (Research into the use of audio-visual aids in technical education).

Peters, J. M. L. and Scheffer, M. C. J.

The Hague, 1961 (to be published). (H)

Purpose

Part (i)

To gain more insight into the role of the specific properties of audio-visual aids in the process of learning, and to gather some knowledge about the consequence of using audio-visual aids for the methods of teaching.

Part (ii)

To gather as much information as possible about the administrative, technical and didactical problems and possibilities that present themselves in a school, when a team of teachers start using audio-visual aids systematically in several branches.

Procedure

Three groups of 90 pupils of about 16 years old for the first part of the project; several classes of 20 to 30 pupils between the ages of 14 and 16 in the second part (in the technical schools).

Three equal groups of about 15 pupils were taught the same subject (the four-stroke engine) by the same teacher. The first group was taught without any audio-visual device, except drawings on the blackboard, in the second group a film (an animated colour film from General Motors) was shown as an annex to the lesson without going into that film by the way of questions or discussion. In the second group the film formed the starting point for the whole lesson.
The same method was applied with three other groups which were instructed about the working and use of the micro-meter (a practical subject in contrast with the theoretical subject of the four-stroke engine), again by the same teacher (but not the same as the one who had taught the first three groups). This time in the second (as an annex) and in the third group (as the central point) a filmstrip was used. After the lessons were given, each group was submitted to a written examination which was the same for each group.

In a second experiment only two equal groups of 15 pupils were used for a more or less theoretical subject (about drilling). Two other groups were taught about the use of different wrenches (for screws). In the first of both two groups no use was made of any audio-visual device. In the second one a film formed the starting point for the lesson (a film on good drilling in the first case, a film on the use of different wrenches for different purposes in the second case). Each group was submitted to a written examination on the same day.

About three months after the first written examinations were held, another written examination followed about which the pupils concerned were not informed before. All the films and strips used, were carefully analysed not only to their contents, but also to their form (quality of pictures and soundtrack, use of verbal commentary, abundance of verbal against pictorial information, construction of the film from a didactical point of view, and so on).

In (ii) six teachers of different branches took part in the experiment. In close collaboration with the research-leaders they prepared and gave about 60 different lessons in which films, filmstrips, slides and flannelboard-material was used. These lessons were attended by one of the research-leaders. Each month a meeting with the teachers and the school-director was held, during which all kinds of problems were discussed. For each lesson a form with all kind of questions about administrative, technical and educational problems was filled up by the teacher involved. The approach used by the research-leaders might be described as a kind of "road-testing".

Conclusions

Part (i). Generally speaking the results of the lessons without films or filmstrips were slightly better than the results of the lessons in which films or a filmstrip were used. When a film or a filmstrip was used as a starting point of the lesson the results were better than when the film or filmstrip was merely shown at the end of the lesson. But with three of the four teachers concerned the method of teaching (for instance: activating the pupils to participate by asking questions, making notes etc.) was worse when they had to use a film or a filmstrip. Though all of them had been instructed more or less in the handling of films and strips - none of them had ever made use of films and strips before - they seemed rather embarrassed in teaching with the help of visual aids. There is a slight indication that the pupils who had been taught with films or filmstrips had forgotten less about the subjects taught (compared to the results of the first written examination) after three months than the others. It was very difficult to find the right films and filmstrips for the experiments, because only a short period (one or two) lessons could be given to the subject chosen and secondly because the pupils in question should have as little special knowledge about the chosen subjects as possible. An educational analysis of the films used demonstrated clearly that the way in which the subjects were dealt with could be improved in many respects.

Part (ii). There were all kinds of administrative difficulties connected with the use of audio-visual aids. Films sometimes arrived too late, so that the best opportunity for showing them has passed. A film cannot be kept long enough to enable the teacher to prepare his lesson sufficiently. Catalogues from film distributors often don't give sufficient information. Since a school can have its own supply of filmstrips, these difficulties do not hold for filmstrips. Technical difficulties are met when a teacher cannot handle projection-equipment by himself. Even in a relatively modern school building as the ones concerned projection-conditions (black out) are not always sufficient. Much time is lost in going from one classroom to another that is better equipped for the use of audio-visual aids. Generally speaking again most teachers are not sufficiently aware of the educational qualities a film or filmstrip must have or of the methodological implications of using audio-visuals. In this respect the use of filmstrips or of flannelboard-material offers less problems than the use of films, apparently because filmstrips and flannelboard are closer to the older teaching-devices and teaching-methods than films.

1.C.38.
British Courses for Adults in Effective Reading.

Poulton, E. C.

British Journal of Educational Psychology. Vol. XXXI
June 1961. p. 128-137. (U.K.)

Purpose
To summarize the results so far obtained in this country from using courses on effective reading for adults.

Procedure
The problem is stated, that for many people the rate of reading never catches up with the maximum rate of comprehension and reference is made to studies in this field. The Harvard course comprising 16 training films and 18 reading passages, has been the basis of development for courses designed to improve reading speed and to teach adults to alter their rate of reading according to the material being read. Comprehension is tested by 10 multiple choice questions. British modifications of the Harvard course consist of substitution of reading passages taken from contemporary British sources and in Scotland from commercial topics. In addition the method of testing differs from the Harvard one, in that five specific questions to be answered in the students' own words, are set; for this a precise scoring Key is used. The results of forty courses (most of these given in Britain between 1952 and 1959) have been assembled by the author and presented in a table. Certain aspects of the courses are commented on and the lines for further study are indicated. The author draws certain general conclusions from the work in this and closely related fields.

Conclusions

Ideally the material in the films should be more suited to British students, and there should be some films of medium difficulty. (The only new films, made by Carborundum, use a visible segment which moves continuously along the line instead of jumping from fixation to fixation as do the Harvard films. This technique needs validation). Films which show at least two lines of text at a time are preferable. It appears that films are not an essential part of the course at all, although they do make it more attractive. The enthusiasm of the instructor for his chosen method is probably more important than the method itself. Multiple choice tests of comprehension are an unsatisfactory feature of the Harvard course, because they test recognition, not comprehension, they tend to over-simplify for the sake of brevity and there tends to be an unsatisfactorily large chance element in the results.

1.C.48.

An experiment in the teaching value of a scientific film.

Steinberg, H. Lewis, E.

British Medical Journal, August 1951, Volume 11 p. 465 (U.K.)

Purpose

To assess the teaching value of a physiological teaching film The Carotid Sinus to a group of medical students at University College, London with special attention to students own evaluation of the film, changes in their factual knowledge and specific features of the film which might influence both its teaching efficiency and its appreciation by the students.

Procedure

Over a period of 2½ months a group of medical students was tested four times with the same questionary in the usual teaching time at University College London, Medical School. The class was randomly divided into 2 equal groups A and B, and tested with the questionnaire. 3 days later Group A were shown the film and both groups were tested 4 days later. After an interval of two months all completed the questionnaire; one day later Group B were given the film and 4 days later all completed the questionnaire. In addition after the last showing an Appraisal Form was completed by Group A.

Conclusion

Significant increases in knowledge were found after showing the film to both groups in these and different experimental situations. The students' judgments of the film were overwhelmingly favourable. An analysis of the answers given to individual questions before and after showing the film points to further important areas of research.

1.D. Reaction to film (comprehension, remembering, evaluation, film language).

1.D.4.

La Suggestibilite dans la situation cinematographic. (Suggestibility of the film medium).

Bouman, J. C. : Heuyers, S. : Lebovici, S.

Revue International de Filmologie, Paris, IV (13) April-June, 1953, p. 111-141. (F)

Purpose
To study phenomena of identification by using methods and data of social psychology.

Procedure
150 medical students, students in psychology, law and filmology took part in this experiment. The students were divided up into four groups at random and shown a film drama with five characters and no defined plot. No explanation was given to the 4th (control) group before the projection. It was explained to the 1st group that the plot had to do with a killing of two people by two others, the fifth character being the witness.

The same explanations were given to group 2, reversing the roles of the killers and their victims.

The characters were just named and their situation in the plot on the screen were given to the 3rd group.

During the projection 2 tape recorders and a camera were used. After the projection, a questionnaire was given out, to ascertain the reactions to the characters and the situations in the film and they were also asked to write down the story of the film according to their own ideas.

A statistical (percentage) and a quantitative analysis was made of the answers.

Conclusions
It is noted that the instructions that were given to group I and II influenced their affective choice. There was a principal role, that of an isolated woman, which received the maximum votes of sympathy from the audience which was mainly composed of men.

It was also found that the story was much more vivid in groups I and II, than in groups III and IV. In the first two groups most of the spectators orientated themselves toward a sexual signification in the drama; they were overtaken by the effect of the suggestion. In the other two groups, on the contrary, the factors of identification and projection take the first place.

1.D.5.

Das Kind zwischen Spielfilm und Schulfilm. (The child between the feature film and the classroom).

Brudny, W.

Dissertation, Universitat Munchen, 1954, pp. 395. (G)

Purpose
This research tests how far pupils understand sequences of films.

Procedure
Children and juveniles from 7 - 16 years took part in this experiment. The main part of the publication with behaviour-measurement by infra-red photographs. A testfilm was produced to show how children understand films.

The tests carried out with the test-film demonstrate that isolated sequences are understood very well if they are rich in pictures.

107 teachers filled in a questionary on the testfilm.
202 teachers filled in a questionary on 7 silent and sound films.
The correlation is 0.75, a very high degree.

Conclusion
Children understand the language of film much better than most psychologists think. The sense of flashbacks is seldom understood by children under 12 years. In spite of this all kinds

of diaphragms are understood. If films deal with abstract-logical facts children need a very thorough introduction. If details of the film do not belong to the action children do not understand them. This publication states that film is an excellent medium for educating children and juveniles.

1.D.10.
Sur la memoire des films. (On remembering films).

Fraisse, P. : Muntmollin, G. de.

Revue internationale de filmologie, 1952, 9. p. 37-68. (F)

Purpose
To find out how much of a film is remembered and what held the interest from the psychological point of view.

Procedure
In the first group 15 students and in the second group, 100 students, took part.

With the first group the memory of what had been projected was verified just after the projection of a film, and then without projecting the film again, a second verification was made 15 days later.

With the second group, a verification of what was remembered was made only immediately following the projection. Then the subjects were told what the purpose of the tests were. After this they were presented with two sound sequences, sometimes one of them, sometimes the other. One was an extract of an old film "The White Truck" which tells of the accident of a truck made by a very dramatic montage. The other was a sequence chosen from newsreel and was composed of 4 scenes: an American football match, a fashion show, the return home of German soldiers, the scuttling of an old boat. After the subjects were asked to write down in two columns all they had seen and heard.

A distinction was made between what could be called recollection (of one shot) and condensed recollection (which corresponds to several shots recalled as a whole). Graphs were made, established shot by shot according to the profile abalysis method for more detailed qualitative analysis. For the study of the sounds only a global analysis was used. The same method was used for the differed memory because of the smallness of the group.

Conclusions

For the visual we see that the immediate forgetfulness is equal to more than ⅓ of the contents of the film, and even then what is left of the projection lacks in precision. Only ⅓ of the shots are specifically recalled. Of what is remembered in the film, one can define several influences on the immediate memory:- the influence of the signification of the film; the shots which are essential to the dramatic action of the film are remembered (exposition, action, consequences); for a descriptive (news) film, the shots which illustrate the commentary clearly are retained.

Influence of the active reconstruction of the film i.e. what was remembered was not a reproduction but a recreation.

Influence of the formal characters of the film such as the length of the shots, the nature of shots (long shots were remembered better in the Newsreels).

Three sorts of condensation were found; space reconstruction, a recomposition of time, unification of the analysis. Inversely are remembered shots which have a signification in themselves, independent of those around them.

As far as the sounds are concerned there is an even more important impoverishment. On the average ⅓ of the commentary is retained. It was also noted that what has been retained of the sounds mainly had a significant connection with the action.

As to the deferred memory the same remarks can be made, but an even greater stylization is verified.

Thus it is found, in conclusion, that the recollection of films, as for narrations, is not reproduction but recreation.

1.D.11.

Nachhaltigkeit von Filmerlebnissen bei Kindern und Jugendlichen. (Retention of film experiences with children and adolescents).

Foerster, O.

Film Bild Ton, IX/9, 1959, pp. 5. Munchen. (G)

Purpose
This research investigates the emotions children and juveniles have after seeing films.

Procedure
1230 children and juveniles (10-18 years) took part in the investigation.

1120 children and juveniles out of these 1230 succeeded in telling and writing one to four scenes of films they had seen some time ago.

About 1000 stories were explored with interviews and questionnaires.

Conclusions
There are 3 types of emotional conditioned factors in remembering scenes of films.

1. The concrete-dynamic type i.e. following the action of the scene, very often eidetic pictures can be found.
2. The "abstrakt-retrospektive" Type, that is remembering the story of the film, it is to be found especially in the age of 16-18 years and with juveniles of grammar schools.
3. The "effektgebundene" type, that is remembering scenes of a strong emotional effectiveness.

1.D.16.
Introduction to the grammar and to the syntax of films.

Gianni, A.

Centro Provinciale Sussidi Audiovisivi, La Spezia, pp. 11, 1957-59. (I)

Purpose
To spread the knowledge of the cinematographic language among teachers and pupils for educational purposes.

Procedure
250 pupils from 15 to 18 years old took part in this experiment. Systematic observation (with questionnaires) were made on the educational results of film lessons.

Conclusion
The results showed that successful preparation of the pupils for understanding films had been carried out.

1.D.15.
Filmerleben - Filmwirkung - Filmorziehund. (To experience seeing a film - its effect and its message).

Heinrich, K.

Hermann Schroedel Verlag, Hannover 1961, pp. 372. (G)

Purpose
This research registers the influence of film on the aggressiveness of young people.

Procedure
This experiment took place in Frankfurt am Main and nearby places in 1958 - 1960. Attitudes-scale, Sentence-scale corresponding with the scales of Peterson and Thurstone were subjects used: 4277 ~~probands~~ to develop the aggressivity scale, 2247 ~~probands~~ for the main test. Only classes accompanied by their teachers were tested before and after the films shown.
Age: 12-20 years. The first 9 tests had 90 - 150 probands, the last two about 600.

After 3 films ("Stadt in Angst", Die Saat der Gewalt" und "Hollenhunde des Pazifik") a high significant growth of aggressivity was stated. After the film "Schneewittchen und die sieben Zwerge" aggressivity tendencies were smaller in a highly significant way. All the other films had no significant changes in aggressivity.

Conclusion
The most important fact for aggressive behaviour is the sex. After the film "Hollenhunde des Pazifik" girls are more aggressive. After the film "Die Saat der Gewalt" girls are peaceful. Boys have exactly the opposite reaction.

The next important fact is the personal way of identification. Films further aggressive attitudes if they have an aggressively dynamic and realistic action.

Films that allow identification with peaceful persons and have an "antihero with bad character reduce aggressive behaviour. Persons with extreme attitudes as concerned aggressivity cannot be influenced by films.

Learning through film depends on the problem of identification.

1.D.27.

Some factors influencing the effectiveness of an educational film.

Laner, S.

British Journal of Psychology, Vol. XLVI, Part 4, Nov. 1955 p. 280-292. (U.K.)

Purpose
To bring out as clearly as possible whatever special effects might be contributed by realistic portrayal, especially represented motion, and to attempt to analyse out factors in film communication which appear to influence the perceptual process in specific ways.

Procedure
Fifty male University students were used as subjects. Half were shown part of an explanatory film about the Bren Gun, and half were given in textual form, the commentary of the portion of the film shown, omitting repetitive statements and supplemented with two static diagrams.

The film showing lasted 10 minutes 15 seconds and the text instructed subjects were allowed the same period of time for their study. Subjects were asked to draw a rough sketch of the trigger mechanism and insert any names of parts remembered, asked eighteen questions orally, and finally given the seven component parts and asked to assemble them.

The sketches were classified according to whether the mechanism as drawn, would 'work' or 'not work', and analysed in respect of

a. inclusion of a part
b. functional shape of parts represented and
c. functional position of the part.

The oral questioning was recorded in terms of answers being correct, doubtful, wrong, no answer. The time taken to assemble the trigger mechanism was used in a statistical manner.

Conclusion
It was concluded that realistic pictorial portrayal contributed little to instructional effectiveness. A number of factors in the film medium appear to be more important in this respect.

1.D.28.
The 'How-to-do-it' teaching film; an experiment in its use.

Hughes, W. H., : Collard, P. : Cardew, P. N.

The Lancet, Sept. 5th, 1953, Vol. 265, p. 484-485. (U.K.)

Purpose
To study the effect of teaching a technique by film compared with "live" teaching by a group of demonstrators.

Procedure
During one teaching period in Guy's Hospital Medical School and in St. Mary's Hospital Medical School, London, students at the beginning of their course of instruction in bacteriology were instructed by two methods. Group I, was shown the silent colour film 'How to Innoculate a Plate' (8 minutes, designed solely for students of bacteriology). Group II, was subdivided into groups of 6 or 8, and each group was shown the procedure by a demonstrator. The time taken was not allowed to exceed 8 minutes. Directly after all students were given samples of an 18 hour broth culture of staphylococci, which they cultured onto a blood agar plate. The backs of the plates were given numbers at random for identification purposes and then incubated. The plates were photographed after incubation and marking was done from the photographs. The culture plates provided a tangible measure of acquired skill. Each of the main points to be learnt from the film were marked in their order of importance and the marking system was checked by re-marking a proportion of the plates unknown to the examiners.

Conclusion
In comparing the brief technique-film with 'live' teaching, no significant difference appeared between the two groups. This is taken to indicate that either the film or live teaching can be used with equal effect; therefore choice between these methods of teaching can be determined only by the size of the class and factors of convenience. There is need for further tests and more films of this kind.

1.D.29.

Etude du comportement emotionnel enfantin au cours de la projection d'un film comique. (Study of the emotional reactions of children to a film comedy).

Lerey-Boussion, A.

Revue international de filmologie, 1954, 17 p. 105-123 (F)

Purpose

To study the behaviour of children while seeing a comic film.

Procedure

222 children (boys and girls) took part in this experiment. 222 projections of the film "Charlot fait une Cure" were organised with groups of children. During each projection the examiner could only watch one child, chosen by chance. After the projection the teachers were questioned about the intelligence and about the personality of the child. The children that realized that they were being observed were eliminated. The notes taken during the projection were transferred to observation sheets divided into three columns. In the first there was a resume of the sixty-two gags in the film. In the second column, next to each gag the observer noted down the reactions of the child, smile or fear. In the third column the description of the reactions and the annex reactions were noted down.

A quantitative analysis was made according to the factors age and sex. After this an analysis of how intelligence and social milieu were related to laughter was made. To test the validity of the differences observed, Festinger's "Methods des Rangs" was used. For the last two facts the method X2 was applied.

Conclusions

a. The Age Factor: It is observed that the children laugh more and more up to the age of from nine to ten, where we reach a level.

b. The Sex Factor: Boys have a greater aptitude to laugh than girls. The differences are significant at the beginning, but get greater with age and become significant after the age of six. Thus the peak is reached earlier with the boys than the girls.

c. The Intellectual Factor: An older child can understand different situations more easily in a comical film, and yet the laugh frequency does not follow the intellectual curve because of other factors (temperament, timidity, and the family situation) which can modify the tendency for joy manifestations.

d. Social Milieu Factor: The children tested came from the suburbs, worker neighbourhoods, and elegant districts. Suburban children laughed much less than city children.

Conclusion: This study was limited to the study of the laugh. Future studies will be made on fear (which appeared in the result analysis) and the intermediary emotional behaviour, and the analysis of the film test.

1.D.34.
Experience sur la comprehension du langage cinematographique par l'enfant. (Experiment on the comprehension of film language by children).

Mialaret, G. : Melies, M. G.

Revue internationale de filmologie Paris V, 18-19, 1954, p. 221-228 (F)

Purpose
To study the criteria of understanding of a film by the child.

Procedure
Three groups, 45 children in all, took part in this experiment. Three films were made on the same subject:- a little girl awakens in the night, goes upstairs to the attic, finds a ballet dancer's dress, toe-dancing slippers, puts them on and dances. While dancing she breaks a vase. Her mother hears and comes in and puts her to bed. She falls asleep while holding the rose she wore on the dress while dancing. The beginning of each film is the same. The experimental part is composed as follows:
First Film:
It only has general shots, the subjects are always seen as a whole followed by the camera. The film time coincided with the actual time. There were 18 shots of about 17 seconds each.
Second Film:
The new elements were the changing of scale, reverse angle, parallel editing, various speeds, symbolic language (shadow dance on the wall). There are 37 shots of about 88 seconds each.
Third Film:
All the forms of film language were used that were necessary; dissolving, the subjective camera, the film space was broken up. There were 51 shots of about 5 seconds each.

The three films were shown to children in each group. After the projection each child was asked to give a short description of what they saw. After which more precise questions were posed. Then they were asked to choose amongst a group of pictures those that were in the film. In the end they were asked to put objects in their place in a model of the attic in the film.

An analysis permitted the study of the different factors and their interactions:
1. Role of Age
2. Role of the Film Language
3. Role of the Film Contents.

Conclusion

First Results: Certain technical difficulties (shooting script) facilitates the understanding; parallel editing shows that young children are incapable of utilizing the elements of the end of the film to localize the place where the little girl danced. It was also remarked that the children found it almost impossible to situate the elements of the stage set.

1.D.38.

Was bleibt? Kinder besinnen sich auf einen Film. (What remains - children reflect about a film).

Paulsen, K.

Film Bild Ton, VII/7m 1957, Munchen, pp. 7. (G)

Purpose

This research investigates the behaviour and understanding of films with children of the age of 11.

Procedure

The film "Peppino und Violetta" was shown to 51 children aged 11 years. The children had to write down the story immediately after the film, 2 years later the children had to write down the story again. The same procedure was repeated with other films.

The tested children went to the cinema 2 to 18 times a month, the average was 4.3 times a month.

Conclusion

Immediately after the film in the children's reports there are a lot of details of the story, the story as a whole is not so clear.

2 years later a lot of details are missed in the children's reports but the story as a whole is now remembered.

Love of animals is dominant in all reports.

1.D.43.

La Perception d'un ensemble de deplacements. (Perception of a series of displacements).

Rey, A.

Revue Internationale de Filmologue, No. 17, April-June 1954 (F)

Purpose

To understand how we perceive a series of displacements.

Procedure

The first experiment was made with 15 adults. A second with adults and with children ranging in age from 4 - 12 and divided into 8 age groups. (20 people to a group). A third experiment was made with 20 adults and 20 children ranging in age from 6-7.

First experiment Ten small spheres irregularly distributed in a rectangular space of 30/18 cm. were placed before each subject. The spheres were made to move in different directions and amplitude by the use of a lever. The subjects were then asked to note down on paper the original position of these spheres, and the changes observed.

Second Experiment The changing of the places of the spheres were limited to simultaneous horizontal movements. The apparatus was a rectangular window of 5 x 10 cm in height which could be moved, by a mechanism, either to the right or to the left. Eleven types of displacements were presented to the subject one after the other, each figure more and more complex. The subject was asked to note down after each figure the changes observed. Each figure was shown twice.

Third Experiment Less artificial material was used consisting of a marionnette that executed five different movements at the same time, in a horizontal plane. The subject was then asked to reproduce the movements observed with the second marionnette.

Measurements

First Test: Each correct answer was noted down for each sphere. (Making an angle of 20° with the real direction) and each false answer was noted. After which a comparative study was made.
Second Test: Three sorts of errors were possible: no perception, of the mobile point (this error was practically non existent), false localization; direction error. Two pictures were obtained where the success totals for each figure were noted down by age group, separating the two separate trials, and in the other the successes for the only correct localization. After which a comparative analysis was made.
Third Test: From each group were noted the total numbers of observed movements, the number of exact movements, the number of forgotten movements, then the number of false movements. Then a global analysis was made.

Conclusion

Films with scenes of too great a cinematic complex must be avoided, and the importance of repetition should not be under estimated.

1.D.51.

Das Problem der Filmwirkung. (The problem of the impact of films).

Wolker, H.

Bouvier-Verlag, Bonn 1955, pp. 149. (G)

Purpose

This research investigates the influence of film on young people.

Procedure

Short films were produced according to the thematic-apperception-test (TAT). Then the differences between the effectiveness of film and picture were investigated using 120 juveniles.

The comparative analysis of the content of pictures with the content of films prove that there are significant differences between the kind of effectiveness of both media.

Conclusion

The most important fact in understanding effectiveness of films is the identification. Identification is divided into two meanings:
a. identification in a small sense
b. identification in a wide sense.

The latter one is described as film-identification. In it the spectator thinks only in the way as the film forces him to think. He has no opinion of his own. His way of thinking and his emotions are absorbed by the action of the film. Out of this fact (identification in a wider sense) identification in a smaller sense as identification with persons is developed.

1.D.57.

Les reactions psychologiques de l'enfant devant l'ecran. (Psychological reactions of children to films).

Zazzo, R.

Le film au service de la premiere education, Bourrelier 1954, pp. 26-34. (F)

Purpose

To investigate the effect of films in kindergarten and to study the comprehension of films by the young child.

Procedure

In the first experiment, 39 boys and girls took part. In the second three groups of children (23, 30 and 26 in each group) of 5 - 6 years took part.

In the first experiment a film (Christmas Dream) was shown which can be divided into four sequences. Discussion with the children revealed what global understanding they had of the film and what comprehension they had of each of the four principal sequences.

The second experiment was to compare the enrichment received by the children with three different presentations:- film, filmstrip, and the direct contact with reality. The theme chosen was the giraffe. A film of three and a half minutes was made. The filmstrip was made up of twenty pictures projected 15 seconds each. A visit to the zoo, 15 minutes, of which five minutes were recreative. The children were asked to draw a giraffe before and after the presentation.

Conclusion
The first experiment: few children seemed really to understand the film as a whole. On the contrary the partial comprehension of the different sequences was better. Thus we see that a partial comprehension of sequences is not enough in understanding the whole but there is no comprehension of the whole without a minimum comprehension of the parts.

The partial comprehension was due to the fact that the length of certain images or scenes were too short, also to the difficulty of identification of the parts, to the fact that film artifices of all kinds are not understood, that the impression of reality of the pictures animated the impression of the story. The result was that the child could not tell the story of the film as a whole. In the second experiment the order of the efficacy of the three presentations: first the film, then the presentation with reality and then the filmstrip. The differences small from the point of view of richness of details, static elements of the subject were revealed better by the filmstrip, and dynamic elements by the film. A film used judiciously can be of help to the Kindergarten teacher.

1.D.58.
Analyse des difficultes d'une sequence cinematographique par la conduite du recit chez l'enfant. (An analysis of the difficulties of a film sequence through the description given by the child).

Zazzo, R. : Zazzo, B.

Revue International de Filmologie, 1952, 9, p. 26-36. (F)

Purpose
The continuation of two former research projects "The mental level and understanding of films".

Procedure
The research includes an experiment made before described in another paper. 53 girls (aged 6 to 12) took part in the experiment and were divided into 6 age groups of about 7 children each.

A film sequence was shown which showed the revolt of a group of boys in a prison against a gang of gangsters who were trying to mislead them. The film can be divided into four

sections:
1. the meeting of the two groups of men;
2. escape and chase towards the house
3. the siege of the house (attack and defense)
4. arrival of the police and the arrest of the group with the fewer men in it.

The tests were as follows:
- the child described the film;
- the child was questioned on certain specific points;
- the child was asked to classify the photographs of the film which could only be classified by subjects having seen and understood the film.

(Two tests, one with 4 pictures, the other with nine pictures were given).

Conclusion

The success in classifying the four pictures is seen already at 6 years old level and becomes constant at the age of 7 years. But the verbal account is correct only after 10. The classifying of the nine pictures requires a special effort for organisation. One must reconstruct the whole with the elements unequal in importance, therefore the relationships are no longer chronological but arranged in order. We find a complete failure even with the oldest group. We can find a relationship between the correct classification of the nine pictures and the recitals of type four. But then the verbal test is no longer three years in advance on the visual test. On the contrary a child that has a good verbal organisation finds it difficult to organise the photographic material caused by misunderstanding of the movie or film syntax.

We can conclude that:

1. Children understand the unfolding of the action very early (7 years old) because of the dynamising of the film, because of the visual and concrete character of a film presentation. The most difficult thing in movies is its grammar, and above all the symbolic use of time.

2. The difficulties become greater with the length of the film, because of the impossibility to refer to the past, and the increased use of the shooting script and the methods of symbol.

2.A.19.

An investigation into the value of the filmstrip and educational visit as methods of instruction to secondary modern school pupils of 14-15 years.

Helliwell, S.

Thesis for degree of Master of Education. Manchester University, 1962 (unpublished). (U.K.)

Purpose

To discover the comparative effectiveness of three visual methods of teaching as means of giving factual knowledge. The three methods were a filmstrip alone, an educational visit alone, combined use of both visit and filmstrip.

Procedure

The instruction lasted one hour, the tests were set one week later. The study was carried out in five Secondary Modern Schools in Lancashire. It involved 13 teachers and 424 pupils, aged 14-15 years. The teachers and schools were classified as good, average and poor, while pupils were separated for intelligence into higher (95+) middle (85-95) and lower (below 85). Two topics, "A Diary" and "A Newspaper Works", were selected, for study by means of filmstrip and by means of a visit. Each test, required 40 answers to various kinds of '~~New type~~' objective questions. In all cases the results were adjusted to make allowance for influence of other variables and showed that despite any influence from the intelligence of the pupils, quality of school or teacher, the combined method was best.

Conclusions

Good results are obtained from good teachers, good schools and higher levels of intelligence. The combined method of teaching is the best, the visit method second best and the filmstrip method the poorest of the three. Nevertheless, the influence of the interaction of methods with teacher types, or schools is so strong that it is not always possible to guarantee the above order of effectiveness. There is reason to believe that the 'out-of-school' method can compensate for poor quality of teaching, while visual-aid methods are particularly suitable for the average type of pupil found in a secondary modern school.

2.A.23.
3 experiences sur l'utilisation des techniques audio-visuelles pour l'enseignement de la geographie et des science naturelles dans les classes du premier degre. (Three experiments on the use of audio-visual techniques in the teaching of geography and natural history at the primary school level).

Leboutet, H. et L. : Lefranc, R. : Nozet, H.

Cahiers du cinema educatif 1949, I juin.
Bulletin de recherche du Centre Audio-Visuel R 1-2, 1949, pp. 17. (F)

Purpose
To study the pedagogical efficiency of audio-visual media in the acquisition and memorization of knowledge.

Procedure
150 children took part in this experiment; 2 classes (FE) at the end of the schooling (12 to 14 years), 2 classes (CM) at the intermediate grade (10 to 12 years) and 2 (CE) at the elementary grade (8 to 10 years).

There was one experimental class and one ~~witness~~ control class at each age level. The pupils level at the beginning of the experiment was fixed by written exercises on the subject to be studied. The same teacher taught both classes at a given level and at the end of the experiment progress was measured. A month later memorisation was tested.

The children studied the mountain at elementary level, a vertebrate animal at intermediate level, and the Paris Basin at final level.

In the experimental classes filmstrip was used extensively and films (mainly silent) a little. One tried to obtain an integration of these visual media into the lesson. The children were asked questions and then made a written precis. In the control ~~witness~~ classes pictures, picture postcards, drawings, mural maps, objects and animals were used. The documents were studied and the teacher proceeded in the same manner as with the filmstrips: questions and precis.

The children were divided up according to the results of intelligence tests. At elementary level: Gilles' mosaic test. The averages were the same. At intermediate level: Pieron's intelligence test. After testing the results by student's t-test methods, only 15 pupils were kept in each class. At final level the averages were equivalent, all the pupils were kept.

Conclusion

At the beginning the compared levels of the experimental and control ~~witness~~ groups were the same, except for the CE (elementary) group where the witness group's results were better.

After a month experimental classes had better results than control ~~witness~~ classes and at the end of the experiment, the experimental groups superiority was even greater.

The memorization test given a month later confirmed the advantage of the experimental groups.

It was interesting to note that there was less difference between "good" and "bad" pupils in the experimental group. There was greater homogeneity.

Other factors in favour of the experimental classes were noticed but not studied statistically: more interest, creative activities, drawing, better control over emotions, better teacher-pupil relationship, good discipline.

The experiment showed the great advantage of using audio visual media.

2.A.26.

Diafilm v hodinach ruske literatury. (The filmstrip in the lessons of Russian Literature).

Lepilova, K.

Rusky jazyk, roc.11/1961/, c.8. s.352-359. (C)

Purpose

To investigate the use of filmstrips in lessons on Russian literature in the tenth class of the secondary school at Gottwaldov.

Procedure

The theme was N.V. Gogol's life and work and four lessons were given. The teacher prepared the proper filmstrip and projection was arranged for the first lessons in the following manner:
Class A: during the teaching. Class B: after the teaching.
Class C: the film was projected in the fourth, instead of the first lesson, i.e. at the conclusion of the theme.

The filmstrip included pictures relating to the course of the lecture. It was elaborated so that every picture should evoke new information and not divert the attention with unnecessary details. The projection was carried out in a darkened room and the lecture was continuous. It was necessary for the teacher to estimate rightly the time fixed for projection of various pictures, for it was, besides the due selection of same, the determining factor as to the total effect of the filmstrip on pupils.

At the end of the lesson it was ascertained which of the modes regarding application of the filmstrip was most impressive and most expedient. Test questions aimed at the basic subject matter and new notions.

Conclusions

Using the filmstrip in Class A i.e. projection during the teaching was most effective. Moreover this class was the weakest as far as the progress was concerned. Less effective was the projection after the teaching, whereas the worst results were achieved in the class, where no projection took place.

The answers of pupils confirmed that suitably chosen pictures can assist in materializing conceptions and informal knowledge. This attempt has again proved that the teaching process is then effective if as many senses as possible participate in it. Percepts are stronger, information firmer and more tenacious.

3.A.8.
What I know about making drawings for children.

Bethers, R.

Visual Education: October 1956, London. (U.K.)

Purpose
To find out children's preferences in styles of pictures.

Procedure
Six versions of the same scene ranging from unimaginative photograph, simplified factual reporting, poorly drawn factual reporting, imaginative reporting, childlike interpretation and contemporary interpretation were published in "Visual Education" in May 1956, with a request to teachers to get as many children as possible to place them in a rank order. Reactions were obtained from 5,500 children and over 100 teachers and a few from foreign sources. The results were plotted on graphs.

Conclusions
Imaginative pictures should be used for teaching small children and factual pictures as they grow older.

3.A.14.
The effect of names and titles upon the serial reproduction of pictorial and verbal material.

Hall, K. R. L.

British Journal of Psychology, Vol. XLI, 1950, p. 109-121. (U.K.)

Purpose
To determine what effect the names or titles provided for drawings or verbal passages have upon the reproductions made.

Procedure

For Experiment I, the originals of the series consisting of accurate drawings of familiar animals, the outlines of which surrounded a number of stars, so that the whole figure was designed to represent a constellation sign. For Experiment II the drawings were simple ambiguous geometrical forms. Each drawing was presented in different settings so that the comparative effect of two verbal titles and of no title could be observed upon the reproductions made by the subjects who were all of University education of various academic backgrounds and of both sexes. The subject was told 'I am going to show you a drawing on this card. I want you to look at it for 15 (10) seconds and then reproduce on this card what you saw.' (Procedure normally used with the Method of Serial Reproduction).

Conclusions

On the whole the results give ample confirmation to Bartlett's suggestions as to the function the name or title may play as a setting for the assimilation of material whether verbal or pictorial. The effect of the verbal setting is found to vary according to the structural relevance of the setting, to the figural material, either impeding or aiding an adequate recall. Individual differences in ability to apprehend the essential meaning of a verbal text are important, the constructive quality of recall depending upon the attitude and probably upon the intelligence level of the subjects. While the conventionalisation of the material may take place progressively, Gestalt tendencies towards greater simplicity and symmetry are also observed, both within the title framework and where there is no verbal setting.

3.A.16.

La Lecture du Visuel. (The visual lecture).

Hasle, J.

Courrier de la Recherche Pedagogique No. 10, Sept. 1959. (F)

Purpose

Must we "teach" how to read visual elements as one teaches to read a book.

Procedure

96 boys and 104 girls aged 10 to 14 years took part in this investigations. There were different types of pictures (drawings, photographs, graphs, etc.) and each supposed a separate type of "reading". 7 photographs were used. The picture was shown for five minutes, the child had five more minutes to write a description of what he had seen. The pictures were in black and white and no title was given. The 7 photographs were divided according to their difficulty. The children were divided into two groups. The first group saw the pictures from the simplest to the most complicated, the second group the opposite. No difference was found between the two groups if one considers the wealth of description. An analysis of the content of the picture was made noting the elements mentioned.
The example studied was a picture showing an African market.

Conclusions

All the children "read" the picture in the same way. An experience on "learning" to read pictures had been started and very rapid progress was noted.

Pictures give a support, the child makes sentences, he organises. This exercise is perhaps of more profit than the traditional essay; it allows the child to concentrate on the French, later on he will really be able to use his imagination.

3.A.23.
Pictorial methods.

Laner, S. : Sell, R. E.

Occupational Psychology, July 1960, Vol. 24, p. 153-167 (U.K.)

Purpose

To determine whether or not safety posters can make an effective contribution to accident prevention, effectiveness being defined and measured by the extent to which relatively unsafe behaviour could be converted into safe behaviour. Three safety posters were used concerned with hooking back slings.

Procedure

Including the follow up the whole experiment took 20 weeks 5 pre-experimental, 6 experimental, lapse of 7 weeks, 2 weeks follow up. The work was carried out in 7 steel works. In three of these, the three selected posters were displayed simultaneously, in three the posters went up consecutively at fortnightly intervals and the remaining steel works served as a control. A count was taken twice daily of the percentage of slings correctly hooked back. The fact that the experiment was going on was kept from all personnel except those directly concerned with the counting.

Conclusions

Safety posters can be made effective. The percentage of operations conforming with safety requirements averaged over the six weeks of the display of the posters, rose in 13 out of 18 shops (six steel works); in 7 of these 13 shops the increase was more than 20%. Posters are more effective if the message is closely related to the target population. Two alternative mechanisms are mentioned.

(i) Posters are effective when they act as perpetual reminders.

(ii) They are effective because their initial impact reinforces correct work habits to the point where they become self maintaining. Finally the experiment tended to confirm that recall and preference are not very reliable guides to the effect posters have on actual performance.

3.A.24.

An experimental study of Pictorial methods of instruction.

Laner, S.

Thesis for Ph.D. degree, University of Reading, 1956 (unpublished) (U.K.)

Purpose

To study the extent to which pictorial material can replace conventional media largely relying on symbols, and to what extent pictures should faithfully reproduce dimensions of reality.

Procedure

Two of the experiments are reported in earlier papers published in the Quarterly Journal of Experimental Psychology, Vol. VI, Part 3, August 1954, and the British Journal of Psychology, Vol. XLVI, Part 4, November 1955, referred to above. The third experiment consisting of the transformation of a sheet of paper by a series of folds into a so-called "barge". Sixty R.A.F. men in their late teens and early twenties were the subjects. Half were given instruction by a film, and half by a series of still pictures. The main variables investigated were visual detail and commentary; in addition participation, practice and repeated showings were studied. The results were scored by reference to eighteen sub-operations, analysed as to total scores and longtitudinal scores.

Conclusions

Visual material is not necessarily more intelligible, nor is its re-evocation more accurate or dependable than is that of conventional media. The limitations of visual displays cannot be overcome by increasing fidelity of presentation of detail. The intelligibility appears to be largely determined by the adequacy of the accompanying verbal exposition.

3.A.25.

Recherche sur l'utilisation document image en geographie. (Research on the use of illustrations in geography).

Lefevre, L.

Courrier de la Recherche Pedagogique, April 1961, p. 40-63. (F)

Purpose

To investigate the benefit which a child can get from the observation of documents. How can one active-inductive method which proceeds from documents help him?

Procedure

370 boys and girls aged from 9 to 14 in 17 classes (CM1, CK2, FE and 6th form) took part in this experiment. CM1 and CM2 saw 6 documents including one diagram, FE and 6th form saw 12 documents including one diagram. The children were asked a certain number of questions about the documents. The documents represented different aspects of the river Seine, its spring, the Seine in Paris, the Seine at Le Havre etc.... There were 38,878 answers in all. They were analysed in comparative and statistical charts. 4 types of questions were asked - spontaneous observation, guided and comparative description, exercises asking for a comparison between two documents, exercises in reasoned and explicative observation.

Conclusions

The children enjoyed this work on documents, but criticised some of the documents used. Most of the concepts about the river were acquired, but 30% to 40% of the children did not succeed and their ideas on dams and locks were rather vague. Spontaneous observation is not general among children at this age. The comparisons are descriptive and not analytical. It seems it would be a good thing to combine the geography and the French (mother tongue) lesson.
The documents should be well chosen, they must have true pedagogical value. There is a danger of a subjective and unreal description from documents. Mythical ideas were found concerning springs etc. The questions asking for a comparison between documents showed us that observation must be active, that it is not sufficient to show documents but that the children must be taught how to look at them, and how to express what they see. Documents are also a way of evaluating what the children know.

3.A.37.

Learning from graphical material.

Vernon, M. D.

British Journal of Psychology, Vol. 36, Part 3, 1946, p. 145-158. (U.K.)

Purpose

To test the ability of adults, especially those who have not had a wide general education to understand and acquire information about problems of general social importance from charts and diagrams.

Procedure

Two sets of numerical data, the first on vital statistics and the second taken from the Government White Paper on Statistics relating to the War Effort were presented graphically to 231 students, airmen and soldiers who were required to recall the information given either in their own words or by answers to questions. In Method I a graph or chart was shown for two munutes and the candidates reported verbally. The answers were graded A, B, C, D according to degree of understanding. In Method 2 the candidates were asked questions to test accuracy of recall, the answers scored numerically. Other questions designed to test a more general grasp of the problem were scored A, B, C, D.

Conclusions

The understanding and remembering of these data appears to depend on ability to interpret graphical material, understand and use language, generalise from particular to general, think relevantly without being swayed by preconceived ideas. In visual methods of presentation the graph and the chart are no more immediately representative and no less symbolic of the information they are intended to convey than are verbal and mathematical statements.

3.A.38.

The Visual presentation of factual data.

Vernon, M. D.

British Journal of Educational Psychology, Vol. 20, Part 3, Nov. 1950, p. 174-185. (U.K.)

Purpose

To discover how far grammar school pupils found difficulty in understanding and remembering numerical data presented in graphical form. An extension of an enquiry with adult subjects reported in the British Journal of Psychology, 1946, XXXVI, p. 145-158.

Procedure

Experiment A Material was presented for two minutes to 24 grammar school boys and girls aged 15-18 years. The material consisted of data relating to vital statistics, in three series of five presentations each. Each was prepared in three forms: a pictorial chart or pictogram, a graph and a table of figures. The presentations were shown individually to each subject for a period of two minutes after which he answered 3 or 4 questions orally. After each series he answered 2 or 3 general questions about the series.

Experiment B The same material was used, and a written text prepared corresponding to each series. Sixteen new subjects were tested in three groups; the first read the text, then studied the charts for five minutes, the second read the text and studied the charts simultaneously, the third studied the charts for five minutes and then read the text. The other two groups were rotated in such a way that each series was seen in each of the possible arrangements by an approximately equal number of subjects. After each series questions were answered orally.

Conclusions
As in the previous experiment, the conclusion is reached that the essential factor in understanding and remembering such material is the production of a continuous and coherent argument connecting together the isolated data. No definite statements can be made about the best way of presenting such an argument. Nor does the evidence indicate the value of diagrams or of tabular material. When a written text is studied as well as the graphical presentations the same difficulties appear. The main factor determining accuracy of remembering particular presentations is the intrinsic clarity and comprehensibility of the content of the presentation.

3.A.39.
Learning and Understanding.

Vernon, M. D.

Quarterly Journal of Experimental Psychology, Vol. 3, 1951,
p. 19-23. (U.K.)

Purpose
To conclude investigations of ability to understand information presented graphically, it was decided to discover if information was derived more readily from study of a brief written text illustrated by graphs or from a brief written text without such illustration.

Procedure
The material, consisting of two short written texts, I and II, was presented to two groups of eleven grammar school girls aged 16-18. Group I read Text I with graphs and text II without graphs. Group II had Text I without graphs and Text II with graphs. The subjects were tested orally, individually after ten minutes of study. The recalled material was scored in two ways; one mark was given for each individual item and then there were certain general statements on groups of items the omission of which showed that some essential part of the argument had not been fully grasped.

Conclusions
In general the recalls of material from the written text alone were better arranged, smoother and more coherent than those of the text with graphs. In certain circumstances this tendency of

the graphs to break up the continuity of the written text might serve a useful purpose of preventing the slavish acceptance and copying of the statements of the text. But this effect would be valuable only if the subject were able first to assimilate the details of the graphs, secondly to check the written statements against them and thirdly to integrate the whole into a coherent logical argument. It did not seem that the subjects of this experiment at least in the time at their disposal were able to perform this task.

3.A.40.

The use and value of graphical methods of presenting quantitative data.

Vernon, M. D.

Occupational Psychology, Vol. 26, 1952, p. 22-34 and p. 96-100 (U.K.)

Purpose

These two articles summarize the findings of an enquiry carried on over a number of years with different types of people, into the understanding and remembering of information presented in graphical form. The enquiry was concerned with (i) graphical material presented along with no more than brief descriptions or headings (ii) graphical material used as illustration to a continuous written text. The data presented related to vital statistics on population, disease and mortality, statistics on manpower, production and consumption during the 1939 war. (Details of these experiments are reported in other entries).

Conclusion

Comparatively intelligent and well educated people can derive some factual information from graphs and charts presented without written text, but with less well educated, intelligent and mature individuals or with complex data, understanding and remembering may be rather poor. A short descriptive heading may be of some assistance but will not really clear up difficulties inherent in the data. No all-round advantage is gained by using charts instead of graphs. Even when isolated and specific factual data are understood and learnt from graphical presentations, many people will find it difficult to assimilate this information to any general body of knowledge. A continuous verbal argument must be supplied in order to give the graphical material a general setting which will make it meaningful. Furthermore, a written argument will not be made easier to understand and remember by presenting factual data graphically except in certain special circumstances. The readers must have sufficient intelligence and general education to be able to handle graphical material efficiently. Graphs and charts are valuable only in so far as they can be perceived to corroborate or extend the facts upon which the argument of the text is based. And even then they may have the effect of laying so much stress on factual detail that the general argument is forgotten. In no case can one assume that they will provide a short cut to the understanding and remembering of something which would otherwise be beyond the comprehension of the reader.

3.A.41.
The value of pictorial illustration.

Vernon, M. D.

British Journal of Educational Psychology, XXIII, 1953,
p. 180-187. (U.K.)

Purpose
To investigate the effect of accompanying pictorial illustrations upon the remembering of verbal texts. Two questions must be answered. Firstly, do pictures help or hinder the acquisition of knowledge from the text? Secondly, do they exercise interest to any appreciable extent?

Procedure
Two series of experiments were carried out: the first with 38 boys and girls, aged 16-18 years, in a grammar school, the second with 24 boys and girls, aged 15-16 years, from a selective central school.

In Series One, two versions of two short articles, A and B, were prepared. Version 1, (A1 and B1) were written in popular style and illustrated with striking photographs. Version 2, (A2 and B2) were written more objectively and scientifically and were accompanied by graphs showing data on disease, mortality etc. Half the subjects were given A1 and B1 to read and the other half A2 and B2 to read. After ten minutes the subjects were questioned orally on recall and on interest.

Their reports were scored by the number of major points and by the number of details remembered. Series Two was carried out in order to compare the amount remembered with and without pictorial illustration. A3 and B3 were identical with A1 and B1 but A4 and B4 had no illustrators. The conditions and scoring were the same as in Series 1.

Conclusions

The results substantiate those obtained in earlier experiments. The pictures had little effect in helping the reader to gain a real understanding of what he read; pictures are still less able than are graphs to demonstrate relations and explanations, although they may help the reader to remember particular parts. In several cases the pictures produced a considerable emotional impact, such as might affect the attitudes of subjects to the social problems described in the text; but these attitudes would not necessarily lead to reasonable suggestions for courses of action.

3.A.42.

The instruction of children by pictorial illustration.

Vernon, M. D.

British Journal of Educational Psychology, Vol. XXIV, 1954, p. 171-179. (U.K.)

Purpose

To discover if the pictures in a book can add something to the child's knowledge and understanding of an instructive book.

Procedure

Two studies were carried out with different tests on the effect of pictures on learning by children aged 11 and 12.

Conclusion

The author says the results showed no decisive evidence that the pictorial illustrations produced anything more than a very limited addition to the information and instruction given by the written test. She presented the results in the hope that they might be of some value as an example of precise experiment and as indicating how difficult it is to obtain any evidence under controlled experimental conditions of the value of such visual aids.

3.A.43.
The value of graphical material.

Vernon, M. D.

Medical and Biological Illustration, Vol. IV, No. 4, October 1954, p. 203-212. (U.K.)

Purpose
This article puts together the findings of four series of experiments reported by Dr. Vernon in:
British Journal of Psychology, 36, 1946,
British Journal of Educational Psychology, 20, 1950,
Quarterly Journal of Experimental Psychology, 3, 1951,
British Journal of Educational Psychology, 23, 1953.
(The four papers are entered as separate items in this index)

Conclusions
Illustrations of a text whether by pictures or by graphically presented quantitative data does not of itself increase the degree of understanding and the accuracy of recall. Particular items may be stressed by suitable illustration but the general grasp of the main theme of the argument is not improved. The grasp is determined by the intelligence and amount of education of the reader. In certain cases, graphical presentation may actually confuse the reader if he has not learnt to understand this type of presentation with facility. Pupils need to be taught to check verbal statements of a text by means of the specific data presented graphically and to assess the logical consistency of the statements within the general argument of the text.

4.A.2.

A study of children's interests and comprehension at a Science Museum.

Brooks, J. A. M.

British Journal of Psychology, Volume XLVII, 1956, p. 175-182. (U.K.)

Purpose

An enquiry into the types and numbers of children who visit the Children's Gallery of the Science Museum, South Kensington, London, S.W.7, and the extent to which they comprehend what they have seen.

Procedure

During the year 1955 the number of persons entering the Children's Gallery were counted during six quarter hour periods on two days, falling under the headings: Summer term weekdays, Autumn term weekdays, Summer holidays, Christmas holiday, Bank holiday, a 'fine' and a 'wet' Saturday, Sunday afternoon. Records were made of the times spent by certain children (35 boys and 15 girls) who came unaccompanied by adults, at each exhibit. An investigator buttonholed 68 boys and 32 girls as they were leaving and questioned them orally on age, reason for attendance, and comprehension of certain exhibits.

Conclusions

Many 11-14 year old boys are sufficiently curious about the apparatus of physical science to justify a Gallery such as this one. It should not be tied to any syllabus but should appeal to children's sense of wonder. They usually want to understand even if they lack the reading capacity etc. to make full use of the opportunities offered. Working models have the greatest pull, though some exhibits closely related to daily life interests are high in popularity. The planning of a museum should be intimately bound up with child psychology.

5.A.15.
Observer error. Its bearing in teaching.

Johnson, M. L.

The Lancet. August 1955. p. 422-424. (U.K.)

Purpose
To give some examples of how the same retinal image can be variously interpreted and to attempt to relate this to observation in medicine.

Procedure
Examples are cited of experiments involving the presence or absence of a sign, analogies with observation in medicine are cited, and the complexity of observation is discussed in relation to training.

Conclusion
Improvement in skill of observation might be facilitated if groups of observers discuss their interpretations of the same material, attempting to describe the features they use in coming to their decisions and testing their accuracy against other findings.

5.A.25.
Etude comparative de la perception du positif sur papier et de l'image fixe projetee sur ecran. (A comparative study of the perception of photographs and projected still pictures).

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel R.4, pp. 19
1955. (F)

Purpose
To find the specific characteristics of the perception of fixed or mobile pictures shown on a cinema or television screen.

Procedure
32 boys and 32 girls (aged 10 - 12 years) were divided into 4 groups of 16 each. Each half group saw either projected pictures or photographs. Each time 8 pictures were examined. The children were told to write everything they saw in the picture. The picture was examined for 3 minutes.

The pictures were photographs of landscapes and familiar scenes. The projected pictures were on filmstrip.

Conclusions
The children saw more details in direct vision than projection situation. Girls saw more details than boys.

Analysis of the variance shows very significant differences following the type of presentation, the sex of the observer and the content of the picture. There were interactions between sex and mode of presentation, between mode of presentation and content of the picture, but not between sex and content.

In projection situation the answers are more homogeneous and the children's answers concentrate on the same details.

From a pedagogical point of view the use of projection was not equivalent to the showing of photographs.

5.A.26.
Perception d'images fixes dans differentes conditions.
(Perception of still pictures under different conditions).

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel, R.6, pp. 11, 1955. (F)

Purpose
To define more accurately the results obtained in 1953 on the perception of photographs and that of projected slides.

Procedure
In these experiments extra variable were introduced. Three situations were studied: Direct projection on to a screen - Observation in a black box - Observation in normal vision.

There were 9 photographs of familiar scenes. 9 groups of 3 pupils each were made so that each child should go through all possibilities. The pupils were 11 to 12 years with normal eyesight.

Analysis of variance between the different factors studied were made (order of presentation, situation, groups of pictures) and correlated with the different types of presentation of the pictures (direct projection, observation in a black box, observation in normal vision). The comparisons were made though the number of details found for each picture and each situation.

Conclusion
None of the factors studied seemed to have an influence on the results and no significant differences were found.

These results were different from those of the previous experiment, this experiment used: chosen children with a normal eyesight - identical dispositions in the two situations - adjusted luminosity in the two situations.

An effect of fatigue was noted. The number of details noted diminished from the beginning to the end of the experience. This effect was shown up by the Alexander method.

There was a correlation between the number of details noted and a vocabulary test. The correlation found was $r = 54$ which is significant at $P = 01$.

There were big individual differences in the content of the answers.

The general conclusions are:-

a. ~~The general conclusions are:~~-
There is no difference between projection and direct vision if the luminosity is the same.

b. There is an effect of fatigue which should be taken into account in the classroom.

5.A.29.
The learning effects of pictures.

Magne, O. E. F. : Parknas, L.

Skola och samhalle 1960 : 2pp. 55 - 71. (S)

Purpose

To test the following hypotheses:

i) The method of testing defines what part of the retention we measure.

ii) A method of testing, adequate to mode of presenting the information, covers a larger part of the total retention than a method that is inadequate to this mode.

Procedure - Experiment I

The learning material (a set of colour slides) was projected on to a screen in the classroom. The subjects had to study each slide during three minutes. Each slide represented four plants, and of every combination of four plants there were two versions: one consisting of a coloured picture of the four plants and the other of a verbal description. The test consisted in judging whether, in a second slide, the petals, leaves or roots of the plants had been changed. There were two versions also of the test pictures: a "pictorial" and a verbal representation.

If we let the letter P stand for "pictorial" and W for verbal representation, and if the first letter represents the type of information and the second the type of test, we get the following four experimental conditions: P-P, W-W, P-W and W-P. The subjects were 228 boys and girls aged 13. Each class was divided into two halves so that the average marks for science should be the same. Each group was shown a slide with information and immediately afterwards the corresponding test slide. Retention was determined by assigning plus scores for correct answers.

Conclusion

The results support the hypothesis that the method of testing influences the definition of retention. If it is intended to compare pictorial and verbal knowledge then retention should be measured by both pictorial and verbal tests.

At the same time the experiment verified that, in the case studied by us, pictorial learning was superior to verbal learning.

Procedure - Experiment 2

The learning material in Experiment 1 was used in an experiment with somewhat different design, where the 81 subjects took part in a diploma course in education at the university of Göteborg.

Conclusion
It was found that the mean retention of the pictorial information was greater than that of the verbal information. What is of the greatest interest is that, even among adults, the means for P-P and W-W are higher than those for P-W and W-P. The sequence of the experimental conditions, in accordance with the size of the means, was the same in Experiments 1 and 2, with the exception of W-P and P-W, but in both cases the difference between these was insignificant.

Procedure - Experiment 3
This experiment was conducted to test our hypotheses in a practical learning situation where the information is presented both verbally and pictorially.

The information consisted of a lesson on Greenland which was given two groups, the one with and the other without a filmstrip. Each lesson took 20 minutes, testing occurred immediately afterwards and with no time limit. The test-form contained 5 verbal questions and 5 pictorial questions. The subjects were 192 boys and girls aged 11-12.

Conclusion
No statistically significant difference was observed between the groups, when retention was measured by the verbal test items, but there was a significant difference in retention when measured by the pictorial test items. In this case the group with the filmstrip yielded as higher mean.

Consequently, we are apparently justified in concluding that, in the situation we investigated, teaching with filmstrips yielded a higher degree of combined or total retention than did teaching without filmstrips.

5.A.30.
Perception of projected documents and audio-visual techniques.

Malandain, C.

UNESCO seminar, 3-12 May, 1962. Caen. (F)

Purpose
Evaluation of the difference between perception of a still picture projected on a screen and through its direct observation on paper.

Procedure
In this experiment 105 children aged from 6 - 10 (4 primary school classes) took part. 16 pictures arranged on a single sheet of paper were used. They could be "read" as a story from left to right or from top to bottom. The pictures represented the life of a family. The children were asked to say what they saw on the pictures. The children were divided into two groups of which one saw the pictures projected on a screen and the other on a sheet of paper through direct observation.

The children were divided into groups according to their age, their success at school and their result at Goodenough's test. The differences between types of story, exactitude and organisation were studied.

Conclusions
The children identify the family as a whole better by direct observation than through projection.

The children enumerate and describe more in the projection situation, less interpretation is found here.

The children "read" the pictures from left to right, but in the projection situation they "sometimes" "read" in a disorderly manner which does not happen in direct observation.

One cannot transpose as such, documents from books onto a screen. The two situations are not equivalent. Here one tried to underline limitations of audio-visual techniques, which are very rich but do present problems to children.

5.A.31.

Children's perception of filmstrips.

Malandain, C.

Centre de Recherche et d'etude pour la Diffusion du Francais
(C.R.E.D.I.F.) Paris. (F)

Purpose
To examine children's reactions to a silent filmstrip. What are the children's difficulties on interpretation?

Procedure

212 boys and girls between the ages 8 - 12 years took part. A filmstrip from the "Voix et Images de France" method was used, the method is used for teaching French to foreigners. The filmstrip contained 3 simple stories that would interest children.

The children were questioned individually; each child saw only one of the films; there was no sound commentary. The child saw the whole film twice over, then told the story; the child saw the story picture by picture and gave a commentary for each picture.

Everything the children said was noted. The answers were divided into 4 categories - correct, incomplete, false synthesis, or absence of synthesis. Equally following 3 other categories - enumeration, description, interpretation. And following the degree of exactitude.

Conclusions

For children under 10 years enumeration and description were most frequent. Correct synthesis was not very frequent and the degree of exactitude not sufficient. A complete audio-visual course for teaching languages to children could only be used from 10 - 11 years onwards.

The text must follow a grammatical progression but must also allow for a comprehension and simple graphic transcription. The pictures must be sober and precise.

The different elements must be organised according to the rules of perception. The picture must only contain elements essential to comprehension.

The character who speaks, the object that's being spoken about must occupy the first place.

The order of succession of the pictures is very important. Two successive pictures must be at once alike and different. An equilibrium must be found. There must only be one new element in each picture. The progression must be visual.

The best way to present a filmstrip at this age is probably to divide each story into two or three stages. At the beginning of each stage there would be one picture showing the general meaning of the stage then detailed pictures for each sentence.

5.A.33.
Hororlobnis und akustische Anschauung. (Listening and audio intuition).

Schneider, W.

Film Bild Ton, IV/8, 1954, Munchen, p p. 5. (G)

Purpose
The research registers the behaviour and understanding of hearing-groups.

Procedure
3200 children and juveniles (8 - 18 years) took part in this research which was based on experiments in using broadcasts in classes of various ages. The results were registered by questionnaires and by explorations.

In relation to the Wiggle-Test the author develops his own 'Abhörkurve' and attention diagram.

3 transmissions were recorded minute by minute:

1. "Der 8 Mai 1945"
2. "Werkstatt contra Fliebband"
3. "Der Schinderhannes"

Conclusion
The interest of pupils from 8 - 10 years lasts for only about 15 minutes, then their interest on an average is breaking down within a few minutes: Pupils from 8 - 10 years understand the feature only then if there are no more than 2 - 4 actors. Between 10 - 12 years the pupils' attention extends to about 20 minutes. In this age pupils understand the feature if there are 4 - 5 actors.

12 - 15 years: young people at this age can follow a feature for 25 minutes, 5 - 7 actors in the feature are distinguished.

Young people from 15 - 18 years are intended with the feature for more than 30 minutes. Without difficulties 7 - 10 actors in the feature can be distinguished.

5.A.34.
Psychologie des Filmerlebens in Kindheit und Jugend.
(Psychology of film-viewing during childhood and youth).

Stuckrath, F. : Schottmayer, G.

Schropp'scher Lehrmittel-Verlag, Hamburg 1955, pp. 172. (G)

Purpose
To register the effectiveness of films.

Procedure
1260 children and juveniles from 4 - 18 years took part in this experiment. Hamburger Filmtest (a lot of pictures similar to the "Thematic Apperception Test of Murray") was used.

Conclusion
With 6 years (middle age of childhood) there are no original requirements of the cinema. Sequences are understood by the children, if there is a possibility of involvement with the action.

With 12 years (last part of childhood) boys and girls develop a great activity in seeing films. Because the vitality of this age cannot find enough possibilities to be in action, the film brings this action to the child.

With 17 years the juveniles have a trend to develop their "Ego", to form their personality. The effectiveness of the film in this age results from a correspondence between film action and personal situation.

Therefore in the middle age of childhood (6 - 8) parents and teachers are to guard their children against the bad influences of film (prohibitive film-education). In the later childhood the "prohibitive film-education" has no success. Parents and teachers ought to guide the children to the good film. For juveniles film-education should be a helping and advising one.

5.A.37.
A further study of Visual Perception.

Vernon, M. D.

Book, pp. 289. Cambridge University Press, 1952. (U.K.)

Purpose
To show how the results and conclusions obtained from experimental work on perception can be regarded as elucidating the constant endeavour of the individual to combine a sensitive awareness of the important variations in his environment with a disregard of all minor variations, especially if these should affect the impression of a stable external world and of his own consistent relationship to it.

Procedure
After discussing the nature of perception, experimental studies are reviewed and discussed in terms of the perceptual process, the determination of form, spatial perception, the constancies, the functions of the framework in psycho-physical experiments, the perception of movement, Michotte's studies of some intrinsic phenomena of experience, and the influence of internal and individual factors upon perception.

Conclusions
The percept does not mirror the exact stimulus conditions of the external world, nor is it completely determined by the sensations passing from the sense organs to the central nervous system: Patterns of visual, tactile, and kinaesthetic sensations are perceived as solid objects having an enduring existence. These perceived objects exert an inclusive influence on their constituent parts, but appear sharply delimited and isolated from one another. And these two qualities of inclusiveness and delimitation appear also in representation of objects, and even in simple shapes, at least to adults.
The observer develops schemata into which perceptual situations are fitted by virtue of the 'effort after meaning'. But a bewildering multiplicity of variations of responses take place between individuals and for the same individual in only slightly different situations.

5.A.38.
The development of Perception in Children.

Vernon, M. D.

Educational Research, Volume III, No. 1, p. 2-11 (published by National Foundation for Educational Research (U.K.)

Conclusion

"...that both in vision and in hearing perceptual development is active rather than passive. The child does not rest content with passive reception of the information from the outside world which impinges on his senses. Rather, because of his need to find out, to understand, to get what pleases him, he sets out to explore and to investigate for himself; and to induce adults to give him the objects and the information which he requires. All the time he uses his powers of reasoning to seek knowledge about how and why and wherefore. At first he can reason only by action - by doing things and discovering what happens. But verbal reasoning develops as an accompaniment to such activities. Perceptual and reasoning abilities improve through natural maturation, but they also require the opportunity for exercise and they require encouragement and help from adults. Children are able to profit from formal teaching in school only when they have reached the necessary stage of maturation and if and when this teaching appeals to their natural instincts."

6.A.6.

An enquiry into the comprehensibility of "Topic for Tonight".

Belson, W. A.

B.B.C. Audience Research Department. Report No. L.R./52/1080
July 1952 pp. 56. (U.K.)

Purpose

To find out how well talks in the "Topic for Tonight" series could be understood by the target audience. This programme is a five minute talk following the 10 o'clock news on the Light Programme each night, meant for the main body of the population and is intended to provide background information on some item of news.

Procedure

The study consisted of four parts: A Maximum intake study, an actual intake study, a survey to establish frequency of listening to the programme and a content analysis of the talks. Group of 40-45 subjects at a time selected by invitation and treated according to social class A, B, C were exposed to 26 of the talks in the maximum intake study, at Broadcasting House. The same number of people who had listened to the programme at home were asked to come the next evening, for the actual intake study. They were tested for interest and recall. The aim was to secure sufficient subjects with this or that characteristic to permit the drawing of conclusions in relation to that characteristic. Great care was taken in the treatment of the results to allow for volunteer bias, to plan the allocation of marks and to account for levels of understanding according to occupational level, educational background, age and intelligence.

Conclusions

Understanding varies considerably but averages at 28% for the general population. The higher the level of educational background, the better the understanding; university graduates (less than 1% of the population) take in 48% while people leaving school at 15 can take in 21%. Similarly the higher the occupational level and the more intelligent the better the understanding. And the younger people are able to take in more than older people.

Some 11% of the population hear the programme, and about 75% find the talks very interesting. An analysis of contents indicates that the general level of understanding might be raised, if the talks were written in simpler language, were better organised, if the poverty of the listeners background were taken into account and if important points were repeated and greater use made of summaries.

6.A.9.

Ambiguite des bruitages et imaginaires sonores. (Ambiguity of sound effects and imaginary sounds).

Bresson, F.

Cahiers d'etudes de radio-television, 1956, pp. 7 270-280 (F)

Purpose

1. Which are the factors determining perception of a given sound message in a given cultural milieu.
2. What is the minimal analogy between the suggestive and the person given the suggestion, in obtaining a defined probability, a determined signification for a given milieu.

Procedure

The experiment was conducted on the Centre d'etude de Radio-Television. There were three groups of subjects:-

a. 16 men, 24 women (milieu not given)
b. 49 students
c. 16 blind people of the choral in the Institution for Young Blind of Saint Mande (5 adults, 11 adolescents).

A sequence of 18 elements was composed, one which lasted one minute and thirty seconds. This sequence was presented collectively. After the audition the subjects were asked to retell the sound scene in writing. The subjects during a collective discussion, discussed and criticised their interpretations.

The second experiment was held in the same manner, but the title of the sequence was given. The subjects were divided into four groups. In each sequence was given one of the given titles by the subjects of the first experiment. This sequence was presented under the same conditions to a group of blind, with one title for one group and without a title for the other group.

First Experiment: 16 men - 24 women
2nd Group Experiment: 13 men - 36 women
    First Group: 1 man - 14 women
    Second Group: 4 men - 5 women
    Third Group: 5 men - 5 women
    Fourth Group: 3 men - 6 women
Third Experiment:
    First Group: 6 men
    Second Group: 10 men

Conclusions

Listening to sound effects by the subjects and then asking them to give their interpretation produced different effects, according to whether the sequence had a title or not, according to whether the subjects are blind or not.

a. A title favours the possibility of building up a dynamic structure.

b. Effects of condensation, distortion of the significations, induced by a title were observed.

c. Changes in time chronology were observed also, effects induced by the logic of the story for elements which serve as frames of reference.

d. The elements were identified, and more frequently utilized if they possess an identification value in normal life of the subjects.

e. The blind have a more analytical attitude, identify the sounds better and note down the elements which could be unperceived by all the other subjects, when these sounds have an indicated value.

f. The length is less appreciated when the ambiguity of the situation is greater.

g. The ambiguity of the signification often accompanied by a painful effective tonality which projects itself in certain elements in function with their intrinsic expressive value. The possibility to give a structure introduced by the title diminished the signification factor of the forced impression. This effect was not found with the blind.

The specific content of each element which makes up the whole is not sufficient in foreseeing the significance that the author gives to the whole and the impression that the listeners have.

6.A.11.
De Luidspreker in de School. (The loudspeaker in the classroom).

Brouwer, W. M. : Machlielson, H. : Post, P. : Scheffer, M. C. J.

Amsterdam, 1954, pp. 130. (H)

Purpose
To examine the action and effects of educational radio programmes (broadcasted by the Netherlands School Radio Foundation) in primary schools and some schools for advanced elementary education.

Procedure
1. Time: The programmes were broadcasted in October, November and December 1952 and during the same time the research was carried out.

2. Place: About 50 schools from all parts of Holland were involved.

3. Subjects: About 1000 schoolchildren from 12 - 14 years old.

4. Method: The schoolradio programmes consisted of three series; a series of 11 radio-lessons on music, listened to by 37 schools; a series of 11 lessons on civics, listened to by 46 schools. Each radio-lesson took 20 minutes of a Tuesday afternoon, a Wednesday morning or a Friday morning during school hours. These lessons were frequently attended by one or two of the research-leaders. They made notes about the attention of the children, talked with the teachers, organised class discussions and sometimes participated in the discussion of the teachers with the children after the radio-lessons. The teachers filled out a questionnaire after each lesson. This questionnaire asked for information about the judgment of the teachers about the suitability of the programmes, the opinions of the children about the lessons, the response of the children, the nature of the activities which followed the radio broadcast, and so on. Sometimes the teachers gave a written examination and sometimes one or more questions were asked by the organising

institute. The third series of radio-lessons was closed with a general written examination. The teachers got some written information about each programme (with suggestions about the preparations and follow-up of the radio-lessons). In some schools the children made notes during the broadcasting of the lessons. After each series of 3 or 4 lessons the children got illustrated booklets about the subjects of the lessons.

Measurements in the strict sense were only taken with questions to be answered by the pupils after some of the lessons. Apart from this kind of measurements the items of the questionnaire, mentioned sub 6 (4) were analysed.

Conclusions

In 1067 written reports teachers gave their opinions about the use of preparing the radio-lessons in the classroom, the follow-up after the broadcasting of the lessons, the importance of having directives and a list of reference-books. Almost 90% expressed as their opinion that preparation is necessary. About 95% thought that a follow-up after the lessons on history and civics was useful. Only 40% thought that a follow-up in the classroom after the music-lessons would be of any use. As to the usefulness of directives and literature for the teachers there was a rather great diversion of opinion. Many teachers think they are necessary or at least useful, others think that they are superfluous. The intellectual, moral and social, aesthetic-emotional and entertainment value of the radio-lessons is judged very differently by the teachers. The civics lessons were valued highest in all these respects. As to the effects of the lessons there was no sifnificant difference between classes that spent only a short time on the follow-up of the radio-lesson and classes that spent a longer time. This is probably due to the rather small influence of preparation and follow-up compared with the influence of the radio-lessons themselves.

6.A.24.

Funf Jahre Schulfunk in Hessen. (Five years of school broadcasting in Hessen).

Fischer, E. K. : Hausmann, G. : Schneider, W.

Verlag Josef Knecht, pp. 158, 1951, Frankfurt am Main. (G)

Purpose
This research registers the effectiveness of school-broadcasting in Hessen.

Procedure
This experiment was carried out during 1946-57 in 2950 schools in Hessen. They employed questionnaires and interviews.

Conclusions
The transmissions were produced for 3 age groups:
a) 6 - 10 years
b) 10 - 14 years
c) 15 - 20 years

All other tests (for instance: transmissions especially produced for elementary schools, for grammar schools, for secondary schools) did not succeed.

1951 344 schools had their own radio set
286 schools had radio sets given to them by the Hessischer Rundfunk.

At all schools tape recorders were a very good help to set on broadcast lessons according to the curriculum.

6.A.26.
Schulfunk und Tonband. (School Broadcasting and Tape Recorder).

Foerster, O.

Heering-Verlag, Seebruck/Chiemsee, 1953, pp. 96. (G)

Purpose
Methodical and didactical possibilities in using tape recordings and school-broadcastings, registering the effectiveness of transmitted lessons.

Procedure
The experiment took place in Berlin during 1950-1953. 100 classes took part; questionnaires, reports by field workers as well as by tape recordings and evaluation of teachers' reports were used.

Conclusions

Pupils from 8 - 10 years were listening with attention only for about 10 - 15 minutes,
pupils from 10 - 14 years were listening with attention for about 30 minutes,
pupils from 14 years and over were listening with attention for 60 minutes, if there was a dynamic content.

It is very dangerous if the language of the features does not reach the language age of the pupils.
Most of the transmissions are suitable for the beginning of a lesson. Only a few ones such as "Scott's Fahrt zum Südpol" have such a strong emotional effect that they should not be discussed after the transmission.

6.A.27.

A survey of the extent to which school children listen to and appreciate B.B.C. programmes and its relationship to their acquisition of knowledge.

Garland, G. R.

Thesis for M.A. degree, University of London, 1951. (U.K.)

Purpose

To explore the three aspects of broadcasting and its impact on children aged 11-16 years. The content of children's listening, their appreciation of radio programmes, and the relationship between the process of listening to certain programmes and the acquisition of knowledge.

Procedure

Data for Part I was obtained from listening diaries kept by 125 boys and 103 girls for periods of two distinct weeks. In Part II the main criterion of programme appreciation was derived from an appreciation index based on a five point scale with numerical weightings. This is the method used by B.B.C. Audience Research for studying appreciation among adult audiences. In the third part, four radio programmes were taken and short tests of information which might be acquired, were sent without warning about one week after each broadcast. The results were compared with those of similar tests dealing with four events reported in the newspapers. The scores were analysed and showed no significant association between listening and intelligence, nor between scores on information tests and intelligence. The subjects tested had all been admitted by a Selective Place examination to a Selective Central School.

Conclusions
To Part III. In each programme the listeners scored significantly better than non listeners. Reader and listener group was consistently superior to any other in performance. It appears that results are generally favourable to the radio programme as a means of incidental learning, though the combination of listening and reading appears to be the best method.

6.A.32.
Der Schulfunk - Geschichte, Wesen und Wirkungen, Bibliographie. (School broadcasting - its history, nature and effect).

Heinrichs, H.

Verlag der Padagogischen Akademie, Aachen 1956 pp. 105. (G)

Purpose
This publication shows the importance of school-broadcasting.

Procedure
The experiment took place in ~~Koln~~ Cologne and nearby places in 1954. 54 classes took part and reports of teachers, interviews and questionnaires were used.

Conclusions
School broadcasting can be an excellent help for educational processes. Radio transmissions are most successful only then if activities by the pupils are following. School broadcasting does not only bring material into the classroom, it brings action too. Out of these actions activities must be developed. Education to the right way of hearing is one of the best ways to be successful with school broadcasting.

6.A.33.
Die Praxis des Schulfunks. (School broadcasting in practice).

Heinrichs, H.

Verlag Neue Deutsche Schule, Essen 1958 pp. 165. (G)

Purpose

Short introduction into the method of educational broadcasting.

Procedure

This experiment took place in Bonn and Aachen primary schools.
The following took part:
 50 pupils (9 years),
 50 pupils (12 years) and about
200 pupils (13 - 15 years).

With this publication the author gives an extensive introduction on the methods in using educational broadcasts. His research bases on his own and others' experiments in using broadcasts in classes of various degrees. The different classes were tested as a whole (about 30 - 40 pupils), and then subdivided into groups (about 4 - 6 children).

The results were registered partly by students, partly by the author himself and partly recorded on tapes. The author also describes experiments of other field workers fitting them into his own theory. The author's experiments are exploited on pages 66 - 102. Beside the describing method the author uses children's essays and drawings about the school broadcasts and exploits them from the educational point of view.
The main part of the research treats with how the different age groups perceive and understand the individual broadcast programmes.
He forms three groups:
a) lower group (6 - 10 years old)
b) middle group (10 - 12 years old)
c) upper group (13 - 16 years old)
Within these groups the author compares once cast programmes to repeated programmes.

Conclusions

If pupils have been thoroughly trained in listening to school broadcasts, the latter medium can be of great use for classroom teaching and education. Evaluation of school broadcasting seems to be best if the transmitted themes are interpreted in such a way that they overlap the various subjects. On principle programmes can be used as introduction into lessons as well as to pore into the subject. School broadcasting is especially qualified for the following subjects: modern language teaching, social studies and primary schools, music.

6.A.35.

Psychologische Untersuchung von Schulfunksendungen durch das Psychologische Institut der Universitat Tubingen. (Psychological investigations into school broadcasting programmes carried out by the Institute of Psychology, University of Tubingen).

Höhn, E.

Schulfunk des Süddeutschen Rundfunks, VIII/4, 1955, Stuttgart (G)

Purpose

The research tests how far the pupils understand the meaning of words. The second part treats with how far pupils of the different ages remember the sense and details of transmissions.

Procedure

This experiment took place in Tübingen and nearby places. About 230 pupils (7-14 years) took part. This research bases on experiments in using broadcasts in classes of various degrees. The results were registered by teachers and by students of the Universität Tübingen. Records were made by tape recorders as well as by field workers. Questionnaires.

Conclusions

6 - 9 years old children like dynamic scenes. They remember better subjects connected with fight and adventure. If the children can identify themselves with the "hero" best results are possible. 50% more facts are remembered in this case.

10 - 12 years: The phenomenon of identification is also necessary at this age to get best results in remembering the story, 75% more details are remembered.

13 - 14 years: 48% more details are remembered if there is a possibility to identify with the hero of the feature.

Another result of this research shows that it is better when the pupils discuss the feature after the transmission.

The first group discussed the feature. 10 days later the pupils had forgotten only 10%

The control-group had no possibility to discuss the feature. These pupils were examined too 10 days later, they had forgotten 30%

6.A.46.

Teaching by Radio and Television: a comprehensive study.

Malmquist, E.

National School for Educational Research, Linköping, ([redacted]) (S)

Purpose

To study the efficiency of learning when teaching by respectively radio and television in comparison with teaching by conventional methods in the classroom.

Procedure

This experiment took place in Linköping, Sweden. 619 pupils in grades V-VII in the elementary school (307 boys and 312 girls) from 21 different classes took part.

Objective tests were given to measure the intelligence of the pupils and the learning retention of the experimental teaching periods. The attitudes of the pupils and of the teachers to teaching by radio and television were measured by rating scales. The relationship between the results of intelligence tests and achievement tests for different groups of pupils was calculated by using correlation-techniques.

Conclusions

Classes taught directly by teachers in the classroom attained somewhat better results in the achievement tests, given immediately after the teaching periods, than the "radioclasses" and the "television-classes". The mean-differences were not significant in all grades, however. The results of the "radio-classes" in the achievement tests, given immediately after the teaching periods. At a re-testing 2 months later it proved that "television-pupils" had forgotten less of the material they had been taught than the pupils of the other groups. The mean-differences in favour of the "television-classes" at this testing occasion were not significant at all grades, however. The teachers as well as the pupils participating in the study expressed in general more positive opinions about teaching by television than about teaching by radio.

6.A.49.

Radio preferences of Adolescents and Children.

McKeller, P. and Harris, R.

British Journal of Educational Psychology Vol. XXII 1952
p. 101 - 113. (U.K.)

Purpose
To study the attitudes and behaviour of both children and adolescents in relation to radio.

Procedure
After a series of intensive preliminary studies on small groups, a questionnaire was prepared and issued through the head teachers of 56 schools in Fife and in Surrey, to 6,000 boys and girls of age groups 8 - 14 years. The detailed study was then carried out on a randomized sample of 1,400 from the 52 schools.

Conclusions
The strongest preferences were for broadcasts of the weekly, humorous serial and light music type. Least preferred and most actively disliked were serious talks, classical music, historical and factual programmes. External factors such as serials in 'Comics' can affect the popularity of radio programmes.

6.A.53.
Etude sur la mesure de l'interet de l'auditeur. (Measuring the interest quotient of the listener).

Oleron, G.

Cahiers d'etudes de radio-television, 1959, p. 257-283 (F)

Purpose
Two studies attempted to establish:
a. first estimation of the "personal interest" and
b. a comparison between the two measures.

Procedure
The first study was held in February 1956 and the second in February 1958. It was carried out at the Institut de Psychologie de l'Universite de Paris.

First Study: Three groups of subjects participated in this first study, a collective realisation. The news was presented by magnetophone. A signal announced the beginning of each news report. These were separated by an interval of time. Each subject indicated on paper the height of interest that each message gave them, following a five point scale of estimation. Ten news reports were utilized, drawn up following three modes. In these modes: the order of three phrases were composed, each news report was different without modifying their signification and without cutting out any essential point.

Second Study: This was led as an investigation. An introductory paper explained the spirit in which the subjects were to answer.
On the first answer sheet the subject had to, according to the orders given, indicate the "group interest" brought by each group to each news report.
On a second answer sheet the subject had to indicate utilizing the scale, as before, the degree of difficulty that they had to remember each news report.
The third answer sheet on the "personal interest" was handed out at the end.

Conclusions

The results as a whole showed the existence of different average estimations of interest that one group of individuals give to news reports which relate to different events.
The differences between the estimations of the "personal interest" and those of the "group interest" are small.
In the "personal interest" the individuals considered themselves more as a group and gave their judgements a certain social stereotype.
We also see a stereotype of differential attitudes: the women were less interested than the men in public affairs.
The most objective estimations given to the news reports by a group of individuals were by the "group interest" individuals that were of the same sex as the judge.
The individual knows better, by his belonging to a same group the reaction of this group.

6.A.54.

Sur l'ambiguite des effets de prestige. (The ambiguity of prestige effects).

Oleron, P.

Cahiers d'etudes de radio-television, 1959, pp. 24 388-392 (F)

Purpose

This research aims at showing: a) that the influence of a programme is greater when the speaker is well-known; b) that the degree of criticism is in direct relationship with the prestige factor of the transmitter.

Procedure

The experiment took place in the Institute de Psychologie de Paris. 268 students in psychology participated in the experiment, divided into two groups: 133 in the first and 135 in the second.

A text, with the theme given "literature and the radio" was used. As far as the first group was concerned the text attributed to a well-known competent person. In the other group the text was presented as being a part of an essay written by a High School student and read by a speaker from the radio. After listening to the text, the subjects were asked to give their ideas on the following points:

1. the style of the author
2. the cleverness of the reasoning
3. the literary knowledge of the author
4. the degree of reflexion given to the problem
5. the skilfulness with which the text was presented.

Each student had to answer according to a given scale of seven points.

Conclusions

a. The person with prestige and the high school student were judged in function with what was expected from each.

b. As far as the style and reflexion were concerned there is a significant difference in favour of the High school student.

c. As for the elocution, the prestige effect plays a part: the text of the High School student which was supposed to be read by a speaker from the radio, thus a specialist, was better appreciated than the text written by a well-known author.

d. The two authors were classed almost identically as far as their literary knowledge was concerned.

When comparison elements are not specifically given, implicit frames of reference intervene. One of these is in function of the person to whom the work is attributed. Pompous, awkward presentation must be avoided. They will ruin a production instead of giving it support.

6.A.55.
Etude sur l'efficacite de l'ecoute a la radio. (Study on the effectiveness of listening to radio).

Oleron, G.

Cahiers d'etudes de radio-television 1954 I, p. 39-75 (F)

Purpose
This research aims at studying the problem of the transmission of information. It aims at discovering the conditions favouring attentive listening; to extricate the main types of factors which seem to play a part in creating attention. The experiment took place at the Laboratory of Psychology of the Study Centre for the Radio-Television. Five groups listened to two tests.

a. Attentive listening situation
After a short programme of classical music .. without preparation of the listeners, the first text was presented. The answer note-books were distributed after the first text was finished and the subjects wrote everything down that they remembered. There is no time limit. Inside the note-books there was a blank page which was to be turned over when the signal was given by the tester.

b. Unattentive listening situation
When all the subjects had finished, they turned the blank page, and found a questionnaire to answer. A loud-speaker diffused music (symphonic). At the same time the speaker reads one test and then another while the listeners answer the questionnaire. At the end of the text, the listeners must write down all they remember of it in their note-books.

A Memory Test
c. This followed the last test and after a few minutes of rest.

Conclusions
The programmes should be short or certain elements are forgotten after the first four minutes.
Considerations of a more general order are not remembered but concrete ideas are. Precise elements should be isolated, either vocally by a change in the voice or by silences.
They seem to be hard to be remembered when placed at the beginning of a sentence. It is necessary either to introduce them in the contents of the information to which they are related or to repeat them.

The direct style which calls upon the listener and has him take sides is favourable in listening to the radio. The variations in intonations and the intensity of the voice are very necessary aids in breaking up the monotony and aiding the memory.

6.A.59.
Erinnerungsvermogen Nach Schulfunk - und Tonbandsendungen.
(Memory recall after school broadcasts).

Ruprecht, H.

Padagogische Hochschule Heidelberg (privately published) pp. 48, 1955. (G)

Purpose
This research registers understanding and power of recollection of features.

Procedure
584 pupils 6 - 14 years) in Heidelberg and nearby places during 1951 - 55.
Two transmissions were recorded in several groups:
1. "Dornroschen"
2. "Der 8 Mai 1945"

"Dornroschen" was transmitted only to lower classes.
"Der 8 Mai 1945" was transmitted only to upper classes.

Both results were correlated. The children had to fill in questionnaires.
a) immediately after the transmission
b) 1 week later
c) 4 weeks later
d) 12 weeks later
e) 52 weeks later.

Conclusions
The children understand the story if it is up to their age. On an average there are very good results of remembering immediately after the transmission.

1 week later children have forgotten	25%	of details,
4 weeks later they have forgotten	39%	of details,
12 weeks later they have forgotten	54%	of details,
52 weeks later they have forgotten	70%	of details.

If an active working had been done after the transmission only 5% are forgotten after 1 week,

14% are forgotten after 4 weeks,
29% are forgotten after 12 weeks,
41% are forgotten after 52 weeks.

It is necessary to discuss the transmitted lesson and to let follow activities by the pupils because the effect of learning is much better.

6.A.69.

To examine the efficiency of schools broadcasts.

Solustri, A.

Chiaravalle, Ancona (unpublished) (I)

Purpose

To examine the educational efficiency of schools broadcasts.

Procedure

This experiment took place in an elementary school at Chiaravalle (Ancona). 28 boys (8 years) took part. Every Wednesday the pupils listen to a radio programme for the schools; right after they had an exercise of handwriting, which consisted either in a letter, or in a dialogue in connection with the broadcast previously listened to. By the end of the school year, the written exercises have been collected and arranged according to a systematic classification. Later on they were read and criticised.

Conclusions

The results showed a gradual and continuous improvement of the capabilities of listening-perception. This was true both for sounds in general and for words.

6.A.73.

An investigation, by statistical methods of the effective communication of educative material and an assessment of the factors making for such communication, with special reference to broadcasting.

Trenaman, J.

Thesis Oxford University 1961. (U.K.)

Purpose

To assess the effectiveness of communication of education programmes in sound and television broadcasting.

Procedure

Seven different types of matter were presented in Stage 1. Five in sound, television and literary form, one in sound and television, and one in sound only. The test pieces were presented in 1020 adults in groups of about 35 at a time, systematic sampling being based on London borough electoral registers. Comprehensive tests, tests of previous knowledge, presentation preference, etc. were administered. In stage 2, concerned with the variables in the message itself was confined to television-programmes. The study was a half replicate of a 27 factorial design, accommodating 64 programmes in 10 blocks of four programmes. Factors chosen after a pilot run were: interestingness of the subject matter, verbal difficulty (vocabulary and sentence length), verbalisation rate, number of major points, concreteness or abstractness of the subject matter, personification of the subject matter, visual movement.

Conclusion

Occupation and education are closely correlated and the occupation scale is also closely linked to intelligence measures. Television versions obtained slightly higher scores than radio versions, and the latter were slightly more effective than the printed ones, but the differences were not large enough to apply to any programme. Concreteness of subject was outstandingly significant at all levels of occupation, personification became more important at the lower occupational levels, dramatisation was more highly significant among less skilled workers. Content factors are much more significant than expression or style. Concreteness of theme, dramatisation and personification are essential to the lower 50% of the population. Some personification is necessary for the next 25%.

6.A.78.

The Intelligibility of Broadcast Talks.

Vernon, P. E.

The B.B.C. Quarterly Winter 1950-51 Vol. 5, No. 4 p. 206-210
(U.K.)

Purpose

To investigate the responses of Army Recruits to fifty broadcast talks in an attempt to discover what features, if any, differentiated the more from the less successful.

Procedure

During January to May 1950 Army Education Groups in the Home Commands listened to broadcast talks in the customary way and then, before any follow-up, filled in printed sheets on which the subjects recorded their assessment of the degree of difficulty of the talk, and its "interestingness"; then each listener tried to write down in his own words as much as he could remember of the main points of the talk. The educational and intelligence grades of each recruit was known and the sample studied was representative of the whole range of ability, with a total of 4,613 subjects (about 92 per broadcast). The papers were marked according to a scheme on a scale of 0 - 12 marks, a mark of 3 being taken as the borderline below which it appeared that the listener had gained practically nothing of the main points.

Conclusions

The interest aroused by the content of a talk is much more important than any other factor; the most successful talks deal with concrete subjects which are familiar to the listeners or affect them personally. Concreteness of treatment as well as of subject matter is desirable. For example, more than 5 abstract nouns and less than five active verbs in an average sample of 100 words provides a rough index of difficulty. More than half a dozen teaching points per talk are a disadvantage. Comprehension is diminished by flowery or literary language and too many prepositions i.e. complex sentence structures. On the other hand conversational speech i.e. using devices for popularizing the style of presentation do not necessarily enhance intelligibility. A good broadcaster, with an interesting topic can make himself understood in much more difficult language than experts on readability would approve.

REPORTS SECTION 7 DISCS AND TAPE RECORDINGS

GROUP 7A General

GROUP 7B Foreign language teaching

7.A.1.
Instruction of industrial works by tape recorders.

Agar.

Affarsekenomi, No. 10, 1962. (S)

Purpose
To investigate the effect of instruction on sound tapes compared with other forms of instruction.

Procedure
Several companies have made investigations, for instance, the L. M. Ericsson Corporation (at nine factories), Volvo-Kopings Verken Ltd., Bultfabriken (The Bolt Factory), Overums Bruk (Overums Works), a number of laundry companies, and Rödakorshemmets Sjuksköterskeskola (the school, where Red Cross nurses are trained). Industry workers, both young and old, have been trained.

After studying the methods of work a manuscript is prepared for the sound tape. The manuscript must give information as to the adequate organization of the place of work, as to tools and other details of equipment that you require for the performance of the work in question. In order to make it easy for the instructed person to increase speed in work, the instruction is made shorter and shorter by way of a systematic removal of words without a decrease of the clearness of instruction.

An instructor takes care of the person to be instructed and explains to him the method of instruction by help of sound tapes. Then he describes the work in general terms. After that both the instructor and the pupil put on earphones, and the tape recorder is started. The instructor now performs the job, while the pupil is a listener and looker on. If a moment is unclear to the pupil, the tape recorder is stopped, the tape played back, and the moment repeated once more. When all the moments have been explained, the instructor and the pupil change seats, and now the pupil has to perform the work according to the instruction and show, if he has grasped the instruction or not. When the pupil has in the main understood the instruction, he is left by himself to do the job. He can then consult the tape recorder over and over again as to moments that are unclear to him.

Up till now about 500 industry workers have been instructed in doing 200 different jobs.

Conclusion

A comparison of the time that beginners need for training with or without instruction by help of sound tapes.

The advantages that have been gained through the instruction by help of sound tapes can be comprised:-

a. The instruction is unchanged on every occasion, and can be altered only if other methods of work need to be introduced.

b. At any time the pupil can "consult" the tape without feeling embarrassed.

c. All the pupils get the same good quality of instruction.

d. The pupil is in direct contact with the person who has worked out the methods.

e. The time needed for training has generally been reduced by half or even more.

f. The tape can be recorded as long as you do the work in question, and is an effective aid when the methods shall be controlled.

g. The tape can serve as a "book of reference", when the work in question occurs for a second time.

h. The tape serves as a reliable basis for negotiations with industry workers.

i. Safety prescriptions can be learnt at the same time as the methods of work.

j. The instruction gives the wanted quality of the work in question.

k. To a high degree the instruction by help of sound tapes facilitates the instruction of foreign workers. You can translate the instructions into other languages.

7.A.26.

Exchange of tape-recorded letters between schools.

Pirkheim, F.

S.H.B. Film-post. No. 71, p. 9 and No. 83, p. 5, 1960. (A)

Purpose
To investigate the use of tape recorded letters in teaching language, local history and geography, and civics.

Procedure
In 1957 the first tape-recorded letter was exchanged between the 9 to 14 year old children of the St. Ulrich school in Styria and a neighbouring school. The children told their names and something about their native villages, and also sang a folk song. Other tape-recorded letters contained puzzles taken from geography, arithmetic, geometry etc.

Conclusion
This method of instruction assumed a highly realistic aspect: compositions were carefully written and from these genuine messages conveyed to children of the same ages a genuine relationship results.

7.A.35.

Magnetofon pomaha zlepsovat hlasite cteni zaku. (Tape recorder helps to improve ~~loud~~ oral reading of pupils).

Tupy, K.

Lomesky, roc. 85/1961/, c.6, s.344-347. (C)

Purpose
To investigate the use of the tape-recorder for ~~loud~~ oral-reading.

Procedure

The experiment was carried out in a College for further training of teachers and pedagogical workers with a school-girl of the fifth class of elementary school.

The girl read over a passage - about 15 lines - of an article from the reading-book for the fifth annual course. The reading was tape-recorded. After she had finished reading, the methodist (expert in teaching) explained her two expressions that she did not understand and played back the recording. While following the text in the reading-book the girl made notes of mistakes (wrong intervals, unfinished words, words read by syllables, faulty phrasing, incorrect reading of prepositions etc.). In the course of the second reading, which was again recorded, she still make 9 mistakes (the intervals still were long and unnatural, first syllables separated etc.). Having read it over the schoolgirl anew listened to the recording and followed the mistakes in text.

Before the third reading the schoolgirl was advised to try to distinguish in text individual persons by intensity of her voice and by rapidity. Then was played back the third reading. There were next no mistakes. At last the girl herself compared, according to the first and the third recordings, the differences in quality of her reading.

Conclusion

The above attempt shows one of the ways how to improve the oral ~~loud~~-reading of pupils. It contains factors of individual forms of work applicable, above all, with backward pupils. The value of the tape-recorder lies, first of all, in the fact that lacks of fluency and expressiveness in reading can be removed, because the pupil hears and even motionly perceives reproduction. Simultaneous action of several analyzers causes that the pupil lives over more deeply the total impression resulting from the recording of his reading and expressively realizes the lacks.

This attempt also is of a great significance for authors of reading-books having drawn their attention to danger points in reading of text, to difficult words and word connections as well as to disproportionally long and improperly articulated sentences.

7.A.37.
Education by tape recorder at Hintersdorf.

Weidmann, J.

Padagogische bei Lage zum Verordungs - Blatt des Landeschurlrats fur Niederosterreich, 1961. III. (A)

Purpose
To investigate the use of tape recorders in a one-room school.

Procedure
The twenty pupils at the school belong to 8 different age levels. Tape-recorders and head sets, which keep out all outside sounds, serve to subdivide the classroom and thus make possible direct instruction on several different levels.

The method has been used with approximately 100 teachers and joint production of tape-recordings for the use of several schools has been initiated.

Outline of a lesson by tape-recording: Plants, pictures, atlases, notes, instruction sheets and questionnaires are laid out on the desks of the fifth to eighth forms. The teacher turns his attention to the pupils of the lower grades (first to fourth forms): the pupils in the upper forms put on their head sets and carry on according to the instructions given by tape-recording: some dissect a flower, some take dictation; others compare pictures and atlases on the basis of a geographical lecture; the pupils of the eighth form, for example, listen to a historical lecture. After thirty minutes of instruction by tape-recording the pupils report briefly on the information they have received; then they start on the written assignments given to them by their teacher via the tape-recorder.

Every day starts with a period of listening. The subjects taught by this method are: geography, history, natural history, languages, spelling, essay-writing and arithmetic. With the exception of spelling and arithmetic (15 minute periods) each listening period lasts thirty minutes. The remainder of the time is spent in executing the given assignments.

The technical equipment of the school at Hintersdorf consists of four tape-recorders, several hundred tapes and enough headsets for the children of the upper forms. The connecting cables lead from the tape-recorders to the attic; over an arrangement of pulley and counter-weight and through openings in the ceiling they reach the desks; there the head sets are attached by means of plug-type connections.

The tape-recorded lessons are spoken in a conversational manner; they are enlivened by songs, animal voices, sound effects and even short dialogues.

The children look forward to these lessons. Because the head sets exclude the outside world and the children are alone with the voice of the teacher, they show an extraordinary degree of concentration.

Conclusion
By using this method, rather than direct dictation by the teacher, a 30% decrease in the errors committed was achieved; this fact was borne out by tests.

The results of teaching in a one-room school have been markedly improved by the use of this method; they now approach the results obtained in schools with individual classes.

7.B.1.
Research in the usefulness of audio-visual aids in foreign language instruction.

"Aviso" No. 2, Vienna, June 1958 (A)

Purpose
To investigate whether audio-visual aids increase the degree of retention of English taught to children 12 and 13 years of age.

Procedure
2516 children (674 boys and 1842 girls) in the sixth and seventh forms took part in this experiment.

In forty different classes a selected story was read in English and discussed; according to the length of the story three to six lessons were required for this purpose.

The children were submitted to a test and were given texts of these stories containing 33 blank spaces. These spaces were to be filled in. For each correct answer three points were awarded; partially correct answers received one or two points. Thus a maximum of 99 points could be achieved; the average result, however, was only 56.5 points.

Similar selected stories were presented to another fifty classes. In these classes, however, coloured illustrations of the selected pieces were projected with filmstrips and a tape-recording of the story, read in English by a native speaker, was used. Depending on the length of the story, the time spent on this test also was three to six lessons. In these cases the average result of the test amounted to 74.7 points.

These tests were carried out most carefully. Only stories which usually appeal to pupils were selected. In order to gain experience and to assure correct results, preliminary tests were conducted with 1646 children. (The results of these preliminary tests were not included in the results cited above.)

Conclusion

The results of the tests showed that due to the use of audio-visual aids retentive capacity was increased by 32%. English language instruction for 12 and 13-year old children may thus be effectively improved.

7.B.8.

Zkusenosti a perspektivy prace v jazykove ucebne. (The experiences and prospects of the work at the Language Lecture-Room).

Josef, D.

Ucebne pomocky v skole, roc. 5/1961/, c.4, s.19-29. (C)

Purpose

To investigate the effectiveness of audio-visual aids (sound cabins with tape recorders, text projectors, filmstrips) in improving the reading and translation of foreign-languages.

Procedure

The research was carried out in three groups (A1, A2, A3) using the aids systematically throughout the year and one group (B) which did not use the aids.

The speed of reading and number of mistakes in a minute was investigated.

Before the test students were told to concentrate more on the correctness than speed of reading. The speed of reading or translating was evaluated from the viewpoint of the promptness of using the vocabulary mastered by the students.

The main influence of the aids was shown in the training of reading promptness in which the groups using the aids had a smaller number of mistakes and higher speed. The results achieved in reading are quite good and testify to a high reading promptness, mainly with the beginners, who in the scope of about 800 words attained good results after an eight-month training with the help of aids.

Training of individuals

During the year some students missed several lessons. For this reason the teacher had recorded all the ten lessons on tape and the student learning the bases of pronunciation replayed one lesson after another. He worked in a special sound-proof cabin in the following way: he replayed one teacher's sentence, stopped the player, repeated the sentence and immediately replayed the following one. He repeated the procedure once more, simultaneously increasing the number of words and sentences repeated by him at a time until he reads the whole article again.

The scope of the knowledge of students before and after individual training lasting several hours was tested in several ways.

Students' pronunciation before the training was very bad because they did many mistakes in a minute. The data show that every eighth word was pronounced erroneously, i.e. that the student made a mistake in every or every other sentence. Immediately after the training had been finished the speed was increased and the number of mistakes decreased and remained on the low level also later on. Students themselves were satisfied with the results of their work even after four-hours on intense work.

7.B.13.

English without a Book.

Pedagogisk Forskning, Spring 1962. (S)

Purpose
The construction of tests of understanding and pronunciation by means of recordings; the measuring of early foreign language training.

Procedure
The teaching is performed by means of pictures and tape recordings; no teacher is actively involved. Longitudinal investigation of pupils with early language training as compared with pupils without such training. The pupils, aged 7 - 11 years, were subsequently tested.

Conclusion
Between 7 and 11 years the results improve as age increases. It is possible to rate recordings with test-retest. By use of comparison scales (psycho-physical method) the reliability will be .95. The work is in progress and as yet no results of the longitudinal study.

7.B.17.
Ucebna a laborator pro praci s audiovizualnimi pomuckami na Pedagogickem institutu v Ostrave. (Audio-visual lecture-room and laboratory at the Ostrava Pedagogical Institute).

Skacel, J.

Ucebni pomucky ve skole a v osvete, 1962, c.7, s.100-104. (C)

Purpose
1. To ascertain to what extent the language lecture-room is suitable for research work of a wider character.
2. To investigate the effectiveness of the "interspace recording" method.
3. To investigate to what extent the system of cabins (as described below) in the lecture-room can improve the students' pronunciation.
4. To ascertain the effectiveness of the training system intended for the improvement of pronunciation.

Procedure
About 250 freshmen at the Pedagogical Institute of Ostrava took part in this experiment. Students in their first year recorded in the first lesson a 39 word text on tape, i.e. their pronunciation after their graduation from the 11-year school was recorded.

Most mistakes occurred in the pronunciation of soft and hard consonants and in the reductions of vowels. During the whole semester audio-visual aids were applied with the students concerned with the aim of improving the pronunciation of those sounds and groups in which most mistakes occurred. Further, six lessons were included using a special method of training for the elimination of mistakes, i.e. the "interspace recording" method. In this method a model text is transmitted from the switchboard to the cabins, the student repeating the words in the intervals. The tape recorder records the pronunciation of both teacher and student. The student replays the tape, compares his pronunciation with that of the teacher and after locating the mistakes repeats again.

The results of the training, both general and for individual students, were noted. After the completion of the first round a new control round of recordings was conducted. A new 34-word text was selected including the same basic phenomena as the former. The same analysis was done as with the first recording and the results were then compared:

Pronunciation of soft consonants:	1st recording:	20.97% mistakes
	2nd recording:	13.53% mistakes
Reduction of vowels:	1st recording:	20.69% mistakes
	2nd recording:	13.58% mistakes

Only those phenomena in which most mistakes occurred in the first recording were compared. The first text was read without any mistakes by no student, the second one was read without any mistakes by seven students.

Conclusions - Fully proved results of the research:

1. The language lecture-room is suitable for conducting of research on a wide scale; great number of recordings can be thus easily secured which can be analysed just as written text.
2. The working method called "interspace recording" proved useful in the research of pronunciation.

Conclusions to be further verified:

1. The pronunciation of students who had worked in the cabins has been improved.
2. The complex of special training intended to quickly improve the pronunciation proved useful.

8.A.4.
Your Life in Their Hands.

Audience Research Report VR/58/598 B.B.C. 1958 pp. 58 (U.K.)

Purpose
To investigate a number of questions concerning attitude changes which might have resulted from viewing this series by a large audience, inter alia, the extent to which the series affected viewers' worries about their health, their confidence in treatment provided by National Health Services and promoted the belief that specialised treatment is available everywhere.

Procedure
In May and June, 1958, a month after the ending of the series a number of 'group meetings' was held in London and two further meetings were held in Manchester. Questions were put at these group meetings, to a sample of TV owners. The answers of those who had seen none of the series were contrasted with those who had viewed it. 750 people attended in London and 150 in Manchester.
The questions were administered in such an order as to delay until the last possible moment the recognition that this particular series was the mainspring of the exercise. In assessing the effects an adaptation of Belson's Stable Correlate technique was employed. This method irons out most of the original differences in the sample and gives a reasonably accurate view of modifications of attitude resulting from the series.

Conclusions
The series does not seem to have made much difference to worries, nor to have affected attitudes towards general practitioners or to hospitals, but did increase general knowledge a little and did give more confidence in treatment offered there.

8.A.9.
A technique for Studying the Effects of a Television Broadcast.

Belson, W. A.

Applied Statistics Vol. V, No. 3, 1956, p. 195-202 (U.K.)

Purpose
This Paper describes a research technique first devised by Dr. Belson in 1953, in an intensive study of the extent to which a series of four Television programmes called "Bon Voyage" achieved its aim. It was necessary to devise a technique by which audiences could be tested only after seeing the programme, not before. Methods had to be found for eliminating all or most of that part of the difference between test scores of two groups, which was attributable to the fact that the two groups were different to start with. This technique Dr. Belson calls the Stable Correlate method used later in other studies. It is described fairly fully in entry entitled "The effects of Television upon the Interests and Initiative of Adult Viewers", read to the British Association for the Advancement of Science in August 1956.

8.A.10.
Effects of television on the interests and initiative of Adult Viewers in Greater London.

Belson, W.A.

British Journal of Psychology, Vol. 50 p. 145-158 (U.K.)

Purpose
The aim of this study was to measure the effect of television upon the interests and initiative of adult views in a specific urban area and to relate the extent of the effect to length of set ownership.

Procedure
The Stable Correlate design was used for the isolation of effects. There was extensive preliminary test construction and the measurement of television's effects was made against a representative cross section of the public's interests in one case and of their acts of initiative in the other. The final survey was based on 800 cases and the construction of measuring devices upon about 3,000.

Conclusions
The effect of Television has been to reduce both interests and initiative. The reduction of interests is not only in terms of activity level but in viewers feeling of interest as well. Even when interests are featured on television programmes

themselves the loss to television is made up to only a very small degree. Television effects do however vary markedly from one group of interests to another. The loss in initiative and in interests extends over a period of five to six years. Generally speaking the loss is greatest in the first few years after which there is a gradual recovery.

8.A.11.

The Effects of Television upon the Interests and the Initiative of Adult Viewers.

Belson, W. A.

British Broadcasting Corporation 1956 pp. 11. (U.K.)

Purpose
To test two theories
(a) Television reduced viewers interests,
(b) Reduces the frequency of occurrence of acts of initiative.

Procedure
Dr. Belson spent some time devising an experimental design which he calls Stable Correlate Design; he built this into a booklet questionnaire which was taken to random samples of viewers and non viewers in the adult population of Greater London, who had one week in which to complete it. In total 350 non viewers and 450 viewers completed the booklet. Because the design is of special interest, it is quoted in some detail.

"The method begins with a straight comparison of test scores of viewers and of non-viewers, and statistical methods are then used to strain out as much as possible of that portion of the difference in test score which is attributable NOT to TV, but to the viewers and the non-viewers being different to start with. This correction of the non-viewer score is achieved through a refinement of matching - though it differs from ordinary matching in two important ways.

First, the matching criteria are selected empirically as being high powered predictors of test score - a process which requires the inclusion in the questionnaire of a large number of proposed matching criteria (perhaps up to a hundred) with subsequent analysis to select that composite of 2 or 3 of them most predictive of test score. It is essential, of course, that these predictors or matching criteria be themselves not open to influence by television.

Second, there is no discarding of unmatched subjects - instead the test score of the non-viewer group is adjusted through a regression equation to give you an estimate of what it would have been had the two groups (viewers and non-viewers) been the same to start with in respect of the chosen matching criteria. A comparison of this adjusted test score with the test score of the viewer group then provides a direct *estimate* of television's real effect.

Measuring Devices

Within this design the necessary measuring devices were constructed and eventually applied in a random type survey. These measuring devices or tests were themselves constructed through preliminary random surveys in Greater London, involving 3,000 interviews in all. And the final product was a representative cross-section of the interests of the Greater London population, this cross-section consisting in all of 50 different fields of interest. By studying television's effects in relation to this broad cross-section, it became possible to come out with a reliable conclusion about what television has done to *interests in general* - something which you could never get from some arbitrarily chosen (and probably unrepresentative) set of interests. A thoroughly representative cross-section of the population's interests was essential. Precisely the same arduous kind of thing had to be done in respect of the acts of initiative: a 30-item cross-section was drawn of the acts of initiative currently occurring in the Greater London population, this cross-section to be used as a frame of reference against which change could be assessed. With the initiative cross-section there were 2 preliminary surveys followed by standard test-construction.

These two measuring devices were built into a booklet questionnaire which was developed for this study."

Conclusions

The results are set out in four graphs. These summarized, indicate that television reduces the frequency of occurrences of viewers acts of initiative, and that it reduces their interests. The loss is substantial in the early years of ownership, but that thereafter a recovery sets in which is nearly complete after about five years. The population, given time, can take television in its stride.

8.A.12.
Learning and attitude changing resulting from viewing a Television Series, "Bon Voyage".

Belson, W. A.

British Journal of Educational Psychology Vol. XXVI, 1956 p. 31-38. (U.K.)

Purpose
To find out to what extent in this series of four programmes the viewers
(a) learned the French words and phrases presented,
(b) learned the general information presented,
(c) sustained a reduction of their apprehensions about language and other difficulties involved in making a trip to France.

Procedure
The method used was to compare, after the broadcast, two groups of people, one of viewers and one of non-viewers. Approximately 100 viewers and 120 non-viewers came as invited to Broadcasting House, in groups of 15 or 20. The first viewer meeting was held two days after the last of the series and the other meetings followed on consecutive days. They were tested on their recall of words and phrases and were given an attitude test dealing with issues concerned directly or indirectly with making a trip to France. Special adjustments were made to the scores of the non-viewers to eliminate that portion of the difference in test scores between the two groups which arose out of conditions other than the exposure of the viewers to the programme. (See previous entries by Belson for further description of this method).

Conclusions
The results indicated that the programme had produced an increase in viewers knowledge of words and phrases and of the facts presented but that this was accompanied by an increase in viewers' apprehension about language difficulties and about visiting France generally.

8.A.23.
Jugend und Fernsehen. (Young People and Television).

Divo

pp. 25, 1961, Frankfurt am Main. (G)

Purpose
This research registers the attitude of young people from 15-20 years towards television.

Procedure
535 juveniles (15-20 years) took part in this experiment,
of these 16% were pupils,
56% were working,
28% were students, taking their practical course,
80% were living with their parents and
40% had no own television set.

Conclusions
More than 50% of all juveniles read the programmes before watching television.

Male juveniles liked sports programmes and crime plays.

Most of the female juveniles preferred the light programme.

All the young people said that television was an excellent medium because of its actual information, but objected to the bad quality of the programmes.

8.A.26.
Experiment in using Kinescopes for adult audiences.

Dumazedier, J. : Sylwan, B.

Reports and Papers on Mass Communication No. 26 Paris, Unesco.

Purpose
To study the possibility of bringing TV programmes to areas not covered by transmission signals and of retaining programmes for further intensive study and repetition.

Procedure
Kinescopes of programme series were shown in 30 experimental communities. The showing was preceded by an introductory statement and followed by an organised discussion.

Objective and subjective reactions were recorded and compared, especially participation in the discussion in relation to socio-professional categories.

Conclusions
No affirmation that the kinescope causes the audience to participate more actively than films. Kinescopes promote reflective attitude. Their production and distribution can stimulate cooperation between television producers and rural adult education groups.

8.A.27.
The impact of Television programmes on rural audiences.

Dumazedier, J.

Press, Film and Radio in the World Today : U.N.E.S.C.O.
Paris 1956.

Purpose
To stimulate modernization in rural areas through a series of TV programmes especially produced for that purpose and utilized through organized viewing groups.

Procedure
The survey was conducted in 15 chosen communities where teleclubs already existed. Community viewing was arranged, the actual showing of the programmes (Sunday in early evening hours) was preceded by an introduction and followed by organized discussion.

Audience reaction was recorded in relation to specific problems of modernization in agriculture. Questions were asked during discussion on general problems and answers recorded.

Conclusions
Collective viewing can be a means of education in rural areas. Group viewing activities can encourage self-expression and provide a centre of discussion and entertainment. Audience attitude changed significantly in respect to certain specific problems.

8.A.36.
Television and the Family.

Gordon, M.

Coventry Tutorial Class in Psychology, 1953. pp. 20
(cyclostyled) (U.K.)

Purpose
To conduct a survey on the effect of Television on family life, mainly to give the members of the Tutorial class an opportunity to apply modern statistical methods of psychological research.

Procedure
Between November, 1952 and August, 1953, 1,000 Questionnaires were sent out in the City of Coventry; 49 schools were selected to cover districts of greatest diversity. The Heads of the schools gave out the questionnaires to children whose parents had television sets, with an invitation to the father to fill it in.

250 replies came in, representing an interview with one in every hundred heads of families who have television sets.

Conclusion
Television keeps families at home and the cinema is the greatest casualty among the other forms of entertainment. It has proved to have a stimulating effect and has created new common interests among members of the family. It enriches family life and has brought into many homes an element of culture which previously had been absent. If producers can devise well balanced programmes of good quality catering for both education and entertainment then television will remain a positive element in modern British family life.

8.A.39.
Jugend und Fernsehen. (Young people and television).

Heimann, P. : Foerster, O. : Jorswieck, E.

Juventa-Verlag, 1958 Munchen (G)

Purpose
To examine the subjects and to find out the educational value of afternoon programmes of German TV and their effects on youth.

Procedure
200 programmes for the youth were examined. 6 model programmes were used as test screenings with 900 young people. Their reactions were recorded by questionnaires, (with a second questionnaire four weeks after the first screening); tape recordings, compositions and drawings.

Conclusions
Picture and sound in the programmes did not meet with elementary pedagogical requirements. Shooting was primitive, there was too much information and the dialogue not appropriate for the youth. Nevertheless it seems to be possible to show this programme in youth groups. Suggestions for future school television were given.

8.A.41.
Parents Children and Television.

Her Majesty's Stationery Office, 1958. pp. 48 (U.K.)

Purpose
To discover what parents as a whole feel about television's influence on their children.

Procedure
The interviews took place from April 14 - May 8 1958 in holiday and non holiday time. Three matched samples of 400, with both B.B.C. and I.T.A. services, 400 with only B.B.C. and 400 without any television were used; the parents were aged between 30 - 49, having children between ages 5 and 13. The interviewers asked parents certain questions and entered the replies on a questionnaire form prepared by Research Services Ltd., 91 Shaftesbury Avenue, London, W.1. This included questions about the child's leisure activities, general problems of parenthood and some general questions about their attitudes to television.

Conclusions
A greater proportion of parents think television is good for children than bad, on the grounds that it improves their minds. It has made family life happier and more interesting, children stay at home more, families spend more time together; there is evidence of fairly extensive parental guidance in the selection of television programmes.

8.A.43.
Erfahrungen und Konsequenzen aus dem Schulfernsehversuch des NDR. (Results of experiments in schools television).

Heinrichs, H.

Jugend, Film, Fernsehen, VI/2, 1962 Munchen (G)
pp. 17

Purpose
This research registers the behaviour of pupils and teachers while watching transmissions of school-television.

Procedure
This research was based on experiments in using school-television in classes of various degrees. 41,561 pupils took part and the results were registered by means of questionnaires. From 1866
classes 66% belonged to elementary schools,
21% to secondary schools
13% to grammar schools.

Conclusions
78% of the teachers believed that school-television does not further passivity. By doing follow-up work active participation can be achieved. The imagination of children was developed. Most of the children's pictures and drawings show individual character.

93% of the teachers believed that they could be helped by school-television. Only 7% rejected school-television. 2% out of these based their rejection on these transmissions, 5% on passivity.

8.A.46.
Television and the Child.

Himmelweit, H. T. Oppenheim, A. N. Vince, P.

Oxford University Press 1958 pp. 522. (U.K.)

Purpose
An inquiry into the impact of television on children and young people.

Procedure
Including the writing of the report, the inquiry took four years to complete. It was carried out in London, Portsmouth, Sunderland and Bristol. A total of 4,500 children was tested leaving a total of 1,854 matched viewers and controls. Two age groups were studied, 10-11, and the 13-14 year olds. An additional survey was carried out in Norwich before and after the opening of a transmitter. Some additional special studies were carried out to investigate problems for which other techniques were needed. In the main survey, each viewer was matched individually with a twin "control" child, of the same sex, age, intelligence and social background, and as far as possible from the same classroom. The children were asked to keep a diary for one week, filled in privately at school, in which they recorded everything they did between leaving school and going to bed. Six weeks later questionnaires were given to the children, containing detailed questions about their leisure activities and parallel questions for each of the mass media. Measures of the children's personalities were obtained from the teachers ratings.

Conclusions
The book contains not only a full account of the experimental design, the results in detail, but also suggestions for programme improvement and for future research. The broad picture of the influence of television on children's leisure, interests, knowledge, outlook and values is not drastic. At best it can implant information, stimulate interests, improve tastes, and widen the range of the child's experience. At worst it can lead to a reduction in knowledge, keep children from worthwhile activities and implant or accentuate stereotyped value judgments. Depending on content, it can frighten and disturb, particularly those who are emotionally insecure.

8.A.48.
Rapport sur l'experience de classe de mathematiques en circuit ferme du lycee de Sevres. (Report of mathematics class experiment in Closed Circuit Television, at the Lycee of Sevres).

Institut Pedagogique National Paris 1959 pp. 29 multigraphiees. (F)

Purpose

To measure the effects of a series of mathematics programmes included during the traditional classroom course and presented on television by a professor. To verify if teaching by T.V. is more, just as, or less effective than the traditional teaching. To bring out certain precise indications as to the length, the form, the function and the limits of such mathematical programmes.

Procedure

Two 6th classes and two 5th classes of pupils took part in this experiment from the Lycee de Sevres.

Conclusions

This experiment brought out four series of observations:

a. The effectiveness of teaching by TV: at the end of the experiment the two 6th classes (which were the weak classes) did not change in rank. On the contrary the two were below the class which had received traditional teaching (especially in geometry). In spite of the absence of objective control machinery we can assume from these results that TV is more suitable for the 6th (which lean more on already known notions).

b. The length of the course seems to play an important role in the holding of their attention (there is rapid descent after 20 minutes). Also having an influence are:- the rhythm of the programme; the temperament of the professor, the announcement of possible controls. The disposition for mathematics, on the contrary, does not seem to be intervening factor, or a small one, in the attention given to the programme.

c. The teaching possibilities - these were probably not used to their maximum because of the lack of time and personnel.

d. The putting together of the televisual form and most particularly the following problems:
- length (limit the courses to half an hour)
- density (the necessity of planning the course, with the idea that there is a slackening of attention after 20 minutes)
- the rhythm (reduce the professor's lectures and increase the use of the visual)
- authority (depends on the personality of the professor but also on the technique of editing: when to show the professor, how many times, under which angle, etc.)

Mathematics and Television are thus not incompatible but there are certain technical problems, teaching and psychological problems to be resolved for a better utilization of the T.V. for direct teaching.

8.A.52.
Use of television for research purposes.

Koenig, O.

Biologische Station Wilheminenberg, Vienna (unpublished) (A)

Purpose
The use of closed-circuit television for observing animals.

Procedure
A television camera placed close to the animals and connected to the observer 1000 feet away permits continuous observation of the animal's behaviour.

Observations throughout the entire day were possible.
Since animals cannot see infra red light, the use of a special infra red tube and a spot-light with an infra red filter allows the observation to be continued during the night.
Documentary evidence of particularly interesting phases may be obtained by photographing the televised pictures. It is important that the technical arrangements permit a change in the aperture of the camera lens by remote control as required by light conditions. If a remote-control zoom lens is used on the camera, observation in detail is possible.

8.A.53.
Recherches sur les emissions de television scolaire deuxieme serie:
(Research into schools television programmes, second series:
The transfer from the concrete to the abstract
The pedagogical procedures in the utilisation of television programmes.)

Leboutet, L.

Bulletin de recherche du Centre Audio-Visuel, R 8 1957 (F)

Purpose

To study the transfer from the concrete to the abstract.
To find out to what degree this is facilitated by Television using techniques such as mock-ups, models, camera movements etc.
To study the values of pedagogical procedures utilized in programmes used by teachers, and most particularly the preparation of programmes (before) and the establishment of an account of the programmes (after).

Procedure

600 students (10-13) took part in the experiment. The research used two geography programmes which had "the map" as its subject. The method of utilization was the following:- before each programme a questionnaire was given to measure the knowledge of the subject before the programme and after each programme a second questionnaire was given to measure the knowledge acquired from the programme. In the end, to measure the respective effectiveness of the different procedures utilized by the teachers, the different classes were subdivided into control groups and experimental groups; two experimental groups using the preparation before the programme and the account after, and the third group using only the programme. The three control groups respectively used:

The First : preparation, programme, no resume
The Second : no preparation, programme, resume
The Third : no preparation, no programme and no resume

The results obtained were analysed:

1. by using the variance method (which permits the comparison of the results of the different groups)
2. by the study of the analysis method (covariance) (which allows us to take into account the influence of the knowledge average before the programmes).

Conclusions

This research indicated the following:

a. the acquisition of knowledge after the T.V. programmes.
b. A significant influence on the knowledge averages previous to the programmes.
c. An influence on the results according to the different procedures put into use by the teachers of the programmes.
d. The differences in the gaining of knowledge between the different classes.
e. There was no particular age or sex influence, at least in the framework of this experience.

8.A.56.
Television and Tele-Clubs in Rural Communities

Louis, R. : Rovan, J.

Reports and Papers on Mass Communication No. 16, 1955
Unesco, Department of Mass Communication, Clearing House,
Paris. (F)

Purpose
To explore the possibilities of community development with the aid of community TV viewing groups and TV programmes specially produced for those audiences.

Procedure
Several series of TV programmes, dealing with problems of civics and social educations were produced and telecast. They were received by rural adult education groups and evaluated through discussions.

The interest aroused by the series was measured through questionnaires.

Conclusions
1. TV programmes for rural adult education can change attitudes;

2. They should be conceived in close contact with the audience envisaged.

8.A.59.
The influence of Home Television Viewing on Children in a Mixed Secondary Modern School.

Mitchell, W. W.

Thesis for M.Ed. degree, University of Manchester, 1958. (U.K.)

Purpose
To discover the time spent by children on viewing on weekdays, its effect on homework, on hobbies, on general knowledge, the effect of viewing on adult play at the theatre, and the opinions held by children and their parents about the effects of television.

Procedure
The investigation was carried out between January 1957 and July 1958 in a mixed secondary modern school in Cheshire, having 300 to 400 pupils from urban and rural areas.

A survey was made of all the viewing done by the school in three weekdays in January and repeated by a small sample in the summer. Questionnaires, objective tests, free written expressions of opinion, records of the time spent on homework were used for collecting data.

Conclusions
Nine-tenths of the children tested viewed for an average of 2 hours 45 minutes each weekday and two-thirds of this time is devoted to entertainment rather than instruction. Most children spent the required time on homework; viewing caused some stimulation of interest in hobbies, but apparently none in theatre or orchestral music. There is no evidence that television viewing had affected general knowledge, although children themselves think that it does bring information and widening of interests but at the expense of much free time and initiative. The parents who replied though that viewing has created many new difficulties for the children, but that its ultimate effect depends on the attitude and the actions of the parents.

8.A.60.
Discorso pedagogico sulla televisione. (Pedagogic Talk on Television).

Mura, A.

Cineteca Scolastrica Italiana, Rome, 1956, pp. 24.

Purpose
To study the educational value of television in general.

Procedure
Pupils of "telescuola" (Tele-school) took part in this experiment.

The educational results of the courses organised by "Telescuola" were directly observed. The remarks of 45 directors of the Provincial Centres for Audio-Visual Aids were collected.

Conclusions
Remarkable educational results were achieved by "telescuola" in rural districts. The social results were very important too.

8.A.61.
Discorsi Sulla Televisione. (Talk on Television).

Mvra, A.

La Scuola Editrice, Brescia, 1961, pp. 115. (I)

Purpose
A study on the value of television in mass education.

Procedure
Pupils attending courses of the telecast; "Non a mai troppo tardi" (It is never too late), were observed over a period of three years. Reactions were assessed by means of written questionnaires.

Conclusions
Positive results were obtained by television in the struggle against illiteracy.

8.A.72.
Etude experimentale d'une serie d'emissions de tele-enseignement en mathematiques. (An experimental study of a series of programmes of Television teaching in mathematics).

Tardy, M.

Revue de l'U.E.R. September, 1961.

Purpose
To see if it is possible to teach mathematics by TV.

Procedure
394 students (in classes of the 6th level ~~6ieme~~), chosen at random, took part in this experiment. Twenty-four programmes, twice a week, constituted the experience. The subjects were divided into control groups (traditional teaching) and experimental groups (teaching with the TV). Two questionnaires were given: the

first in the middle of the experience and the second at the end. The questions posed were divided into three groups: new vocabulary, arithmetic and measures, understanding and comprehension. ~~The (t) of the students was measured.~~
Data were analyzed, using Student's t test of significance

Conclusions

The first results confirmed that direct teaching of mathematics by television is possible. No significant difference was found between the control group and the experimental group in vocabulary, arithmetic or understanding.

8.A.74.
Radio-Televisione e Ragazzi. (Radio-Television and boys).

Tarroni, E.

Guiseppe Malipiero Editore, Bologna, 1961 pp. 210 (I)

Purpose

A study of the influence of radio and of television on boys.

Procedure

Pupils of schools in Rome took part in this experiment over a period of three years.
Observation and control of the results was through questionnaires and by means of personal visits where pupils were listening to radio-television broadcasts.

Conclusions

The work emphasized the great influence of television on basic education.

8.A.77.
Perception and understanding of Instructional Television programmes.

Vernon, M. D.

British Journal of Psychology Vol. XLIV May 1953 p. 116-126 (U.K.)

Purpose
To make some pilot studies of the reactions of viewers to certain representative adult education programmes.

Procedure
There were three series of programmes, viz

a. five half hour talks on modern building, and town planning,
b. two half hour talks on contemporary political and international affairs,
c. one forty minute talk on the effects of extreme heat and cold on the body. Small groups of not more than 10 or 11 were invited to observe 1 or more T.V. programmes, then to write a brief account of what they remembered. Thereafter they were asked questions about what had interested them or confused them. 76 reports were obtained on series A from W.E.A. students, R.A.F. personnel and girls from 6th form of grammar schools. 12 and 11 respectively on series B and C from University students, mainly reading psychology.

Conclusions
Visual and verbal content must be integrated into a single whole; a clear continuous and logically coherent verbal argument is essential to ensure understanding and remembering. The main points should be strongly emphasized and presented in the early part of the programme. The "impression of reality" created by some types of television material is exceedingly valuable in attracting and interesting the viewer; it seems to be the main factor in stimulating him to attend to the programme and to follow it.

8.A.78.
Fernsehen - Untersuchungen des Verhaltens von Kindern und Jugenblichen (A television investigation: children and young people).

Walter, R.

Film Bild Ton V/3 pp. 3 1955 Munchen (G)

Purpose
This research registers the behaviour of children and juveniles watching television.

Procedure

89 children and juveniles (7 - 19 years) took part in this experiment.

15 small groups (each of 5 - 6 children or juveniles) were tested. They were sitting in a distance of two metres from the television set. The field workers could not be seen by the persons being tested. Most of the children or juveniles had never or seldom watched television before.

Conclusions

Children from 7 - 9 years were very expressive. They had difficulties in concentrating at the beginning.

Children from 10 - 11 years were most of the time fascinated by television.

After 17 minutes - on an average - children became restless.

Juveniles from 18 - 19 prefer a combination of emotional and rational actions. They expected quite a new way of performance. The young people became restless after about 35 minutes. The phenomenon of fascination could not be observed.

9.A.3.
Programming for teaching machines of a course in mathematics for the seventh year of the compulsory school.

Jansson, S. : Pettersson, S. O. : Svensson, B. : Lane, G.

Pedagogiska institutionen, University of Gothenburg,
(unpublished) (S)

Purpose
To gain experience of programming teaching machines and to get into touch with problems that could be the objects of further research in connection with programming of this kind.

Procedure
About 200 pupils from the seventh year of the experimental school are taking part in this work. The experiment is made in eight classes. A class comprises 20-35 pupils. The classes are divided into two groups (A and B).

The programmed material is divided into series. When group A has finished a certain succession of problems, these are corrected. The frequency of solution and the percentage of miscalculations are stated. Items with a percentage of miscalculations exceeding a certain minimum level are revised. About ten days later the revised series are given in group B. After comparing the results of the two tests the value of the revisions can be established, and what items need to be revised for a second time.

The number of problems that a pupil has solved during a lesson are recorded and compared with the frequency of solution and the percentage of miscalculations. At the same time the speed with which the pupils have solved the problems is recorded. The pupils are divided into "ability groups". These groups are compared as to the results of general intelligence tests, ability of reading and interpretation, attitude to the subject of mathematics and in several other subjects. The teacher gives judgements of the behaviour of the pupils and of his work with programmed teaching compared with the usual forms of teaching.

Arithmetic tests that are the same for classes with and without programmed teaching, are given. Certain items of the course are used as material for comparisons.

Conclusions

I. This research is in progress and is attempting to measure the connection between the pupil's ability of making use of programmed teaching and his:-

(a) general intellectual standard,
(b) general standard of knowledge,
(c) earlier knowledge of the subject,
(d) attitude to the subject,
(e) attitude to the way of teaching,
(f) ability of reading.

II. To make clear the connection between these variables and the speed of work.

III. To give a certain basis for the judgement of the question:

(a) if the same course can be used in all the "ability groups", or if the different "ability groups" ought to have different courses,

(b) if the teaching of other subjects can promote the standard of the knowledge of mathematics.

9.A.6.

Research on media for individual instruction - Teaching Machines and Programmed Learning - on elementary arithmetic for mentally retarded children.

van Gelder, L.

(work in progress) (H)

Purpose

An evaluation of some media for individual instruction on elementary arithmetic for mentally retarded children, in order to collect some data on the learning process of these children.

Procedure

The research will be made with a homogenous group of mentally retarded children of 8 - 11 years old. At the beginning there will be a diagnosis with intelligence and scholastic tests. The results will be measured with tests of the same scope.

This work is in progress as follows:-

(a) An evaluation of the usefulness of the media for individual instruction: teaching machines and programmed learning;

(b) suggestions for further research on the learning-processes of mentally retarded;

(c) suggestions for the formulation of hypotheses for detailed researches in future.

10A. Mass media, general audio-visual aids etc.

10.A.2.
A Psychological Study of Typography.

Burt, C. : Cooper, W. F. : Martin, J. L.

British Journal of Statistical Psychology. Vol.VIII, 1955, p. 29 - 57. (U.K.)

Purpose
This is an account of the work later published in book form entitled A Psychological Study of Typography, by Cambridge University Press.

Abstract
A wide variety of type faces have now become available for books and journals. It therefore seemed desirable to investigate
(a) the legibility and
(b) the aesthetic merits of those in more frequent use.

(a) Using tests of speed and comprehension we have studied the influence of type face, boldness, size, interliner spacing, length of line and width of margin on legibility, both with adults and with children. The results have furnished provisional norms for children's reading books and for scientific journals, such as the present (British Journal of Statistical Psychology).

(b) Factorial methods supplemented by an analysis of introspectors appear to yield a classification of both readers and type faces on aesthetic preference; and the data incidentally obtained throw considerable light on the reasons for such preference.

10.A.3.
A Psychological study of Typography.

Burt, C.

Cambridge University Press, 1959. pp. 68. (U.K.)

Purpose
To investigate the legibility and the aesthetic merits of those type faces in more frequent use.

Procedure
Using tests of speed and accuracy supplemented by observations of eye movements, blinking and other symptoms of eye strain an attempt was made to determine the relative legibility of different styles of printing, observing the influences of type face, boldness, size, interlinear spacing, length of line and width of margin both with children and with adults. Using factorial methods supplemented by an analysis of introspections, a classification was made of both readers and type faces based on aesthetic preference.

Conclusions
On the whole, Old Style Antique appeared most appropriate for children under the age of 12; Imprint, Plantin or Times New Roman for those over 12. With adult readers wide variations seem permissible without greatly affecting efficiency of reading. Introspective data obtained in experiments on typographical preferences disclose complex motivation - customary reading and cultural preferences play an important role.

10.A.8.
Theorie der Massenmedien. (Theory of Mass Media).

Feldmann, E.

Ernst Reinhardt Verlag, 1962, Munchen. (G)

Purpose
Research and systematic survey of films and television science in Germany

Procedure
Selection and evaluation of fundamental research work and its results in such a way as the communication (including mass-communication) is systematized. This publication gives a survey on film and television in the way of a critical realistic philosophical method.
No empirical measurements taken. Excellent comparisons made between qualitative and quantitative methods.

Conclusions

1. Film and television and other communications have its own dignity and its own place in the system of science. They do not belong to the sociology alone nor to journalism.

2. Film and television are caused? epistemological.

3. The author desires that scientific desciplines as sociology, psychology, physiology, journalism etc. try to find out their own field of research in the film of communication. Moreover he demands communication as an own research.

10.A.15.

Design for Projection: A Study in Legibility.

Ollerenshaw, R.

Photographic Journal Vol. 102 No. 2 Feb. 1962 p. 41-52. (U.K.)

Purpose

To report on ten years of empirical study of the problems of legibility in presenting projected material in the lecture theatre.

Procedure

The author discusses the 'camera-character' of the eye and relates it to an examination of legibility in terms of the resolving power of the eye. From this general presentation of the relevant facts about the anatomy of the eye he proceeds to an analysis of lettering as designed on Snellen's principle: the significance of the format of the lecture theatre; illumination; the interlinking of subtense angle, brightness, contrast and colour, detail of form, and time of exposure; type design, upper or lower case; the choices of type for projection; layout; type faces and viewing; illustration design; economics; honesty of presentation in graph design.

Conclusion

It is doubtful whether full agreement will ever be reached on the subject of design, because type design, pattern, personal response to colours, "pre-knowledge" of difficult words, even the dullness or otherwise of the lecturer, are bound to affect responses.

10.A.19.

Schulkinder unter dem Einflub der Massenmedien. (School children under the influence of mass media).

Ruppert, H.

Beitrage zur Schulpadagogischen Tatsachenforschung Nr. 3
Verlag der Padagogischen Hochschule Weilburg, n.d. pp. 16. (G)

Purpose

This research registers how far Mass Media (film and television) are important as an educational means.

Procedure

3896 children took part in this experiment; questionnaires, interviews and deep-interviews were used.

Conclusions

Most of the pupils (nearly 2/3) see a film every two weeks. They decide for a film

a) according to the title
b) according to the actors
c) according to recommendation of friends.

Nearly all children and young people don't care if the film is of a lower or bad quality. Children up to 13 years prefer television. Young people past 13 prefer the cinema. About 70% of all children between 8 and 14 years watch television transmissions that are thought only for adults.

10.A.20.

Film und Fernsehen im Studienplan der Padagogischen Hochschulen und in der Lehrerbildung. (Film and Television in the Curriculum of Training Colleges and in Teacher Training).

Vogg, G. : Prokopp, E.

Wissenschaftliches Institut fur Jugendfragen in Film und Fernsehen, Munchen 1961 pp. 56. (G)

Purpose

Survey of audio-visual aids research in Bavaria and Austria.

Procedure

Youth-groups, school-classes, young people in Bavaria and Austria took part in this experiment; interviews and questionnaires were used.

Conclusions

Children up to 14 years like television. 66% of all children watching television sometimes see programmes that are only thought for adults. Children from 10 - 12 years spend 3 hours a week for the juveniles' programme, children from 13-15 spend only 20 minutes a week for the juveniles' programme. About 20% of all 10-14 years old children are watching the evening programme past 9 a.m. 1.5 million children from 6-12 years are watching the evening programme.

Film and television education are part of medium-education. Therefore it is necessary that students of teachers training colleges get to know the abilities and the dangers that are connected with film and television.

SURVEY
OF
EUROPEAN RESEARCH
IN
AUDIO-VISUAL AIDS

VOLUME 3 : REPORT

J. A. Harrison

National Committee for Audio-Visual Aids in Education

U.S. Department of Health, Education and Welfare,
Office of Education

PRECEDING PAGE BLANK-NOT FILMED

REPORT

In Europe a wide variety of agencies and organisations are working with new media; such as national visual aids organisations, universities, training colleges, local authority and teachers' organisations. It is therefore difficult to obtain information about experiments and research in this field. Reports, if they are published at all, are scattered through professional and trade journals and there is no means of ensuring that the information obtained is either the best available or the most recent.

Until 1960 no attempt had been made to catalogue projects or even to index published reports and papers; there was no satisfactory central source of information about the development, application and evaluation of new educational media in Europe. In that year the United Stated Office of Education, as authorised under Title VII, Part B of the National Defense Education Act of 1958, entered into a contract with the National Committee for Audio-Visual Aids, London, to carry out a survey in this area and to compile a systematic collection of research abstracts and a directory of organisations engaged in this work. J. A. Harrison, M.A., M.Ed., Ph.D., Director of the National Committee for Audio-Visual Aids in Education, was appointed to direct the project and to be responsible for preparing the material for publication.

The contract was signed in November 1960 and it was estimated that it would take fifteen months to complete the work.

For the purpose of this study the term 'new educational media' was interpreted as including all audio-visual aids such as:-

(a) Cine, filmstrip, slide, opaque and overhead projectors; tape recorders and sound reproduction; radio and television, including closed circuit; charts, photographs; flannelgraphs, models and other methods of display; specialised equipment.

(b) The design of equipment and teaching material; layout and use for teaching and teaching purposes.

The term 'research' included coverage for development, application and evaluation studies. Thus, exploratory work and uncontrolled experiments that may be of value, but could not properly be described as research in the accepted sense of the word, were to be included.

The period covered was from 1945 onwards, in practice up to and including 1961.

The first stage of the work was for the Director to devise data sheets and questionnaires. As the questionnaires had to be used by a number of field workers they were kept simple; they required information about the source, the purpose of the enquiry, an abstract of content and conclusions. Next, field workers were appointed who set about tracking down research projects. In some cases a field worker was responsible for one country, in others, where countries could be conveniently grouped together, a field worker covered more than one country. In all cases the field workers were experts in audio-visual aids with knowledge and experience in the field of research.

While this work was in progress an Advisory Committee was appointed. The Committee consisted of:-

Dr. J. A. Harrison (Chairman) : Director, National Committee for Audio-Visual Aids in Education

Mrs. H. Coppen : Institute of Education, University of London, England

R. Lefranc : Chief, Institut Pedagogique National, Paris, France

G. Mirams : U.N.E.S.C.O.

Dr. J. L. M. Peters : Director,

F. Schmid : Director, Institut fur Film und Bild, Munich, Germany

By the end of 1961 the field workers had collected together information on a large number of projects. This was summarised and put before the Advisory Committee on 28th February 1962. At this meeting it was agreed to divide the work into the following sections:-

(i) Films
(ii) Still projected media
(iii) Non projected media (charts, flannelgraphs, models - photographs excluded)
(iv) Museums
(v) Perception
(vi) Broadcasting
(vii) Discs and tape recordings
(viii) Television
(ix) Teaching Machines
(x) Miscellaneous

The Committee also considered the type of entry which should be included. It was clear that many of the projects described could be classified as authentic research directly related to learning. To include only such projects would have limited the value of the Survey. It was therefore felt that other work should be included but here there were problems of establishing objective criteria. It was therefore decided to publish in two volumes.

Volume 1 : Bibliography

This would be broadly based - it would include not only academic research but also exploratory work, experiments with new methods and uncontrolled experiments which could not properly be described as research in the accepted sense of the word. Each entry would consist of title, author, number of pages, source, date and country of origin.

Volume 2 : Abstracts

This would include only those projects which could be classified as authentic research directly related to learning.

All entries in this volume would include an abstract of the purpose, content and conclusions.

The selection of entries for Volume 2 presented few problems. This was not so for entries in Volume 1; here differences in standards between field workers were evident and were reflected in the number of entries submitted. Some submitted entries which others regarded as descriptive articles unsuitable for inclusion. In practice each entry had to be considered on its merits by the Advisory Committee.

By October 1962 the majority of entries from the field workers had been submitted and the Volumes I and II were drafted along the lines agreed by the Advisory Committee. In October 1962 the Advisory Committee met and considered this draft item by item. Following this meeting a final revision was embarked upon, late entries incorporated and a list of organisations prepared (Appendix A). The final draft was completed by 31st March 1963.

In the preparation of this project grateful acknowledgement is made to help from the U.S. Department of Health, Education and Welfare. The grant under Title VII, Part B of the National Defense Act of 1958, has enabled, for the first time, a centralised source of information on European Research to be started. To be of maximum value to education it is important that once started this work should be kept up-to-date and the Council of Europe have agreed to do so.

J. A. Harrison

APPENDIX 'A'

LIST OF ORGANISATIONS

British Broadcasting Corporation, Audience Research Department, London

British Universities Film Council

Central Office of Information, Social Survey Section, London

Centre Audio-Visuel, Ecole Normal Superieure, Saint-Cloud, France

Centre d'Etude di Communication de Masse, 10, rue Monsieur le Prince, Paris, France

Centre experimental d'etude du cinema, de la radio-television et du theatre, Universite Libre de Bruxelles, Institut de sociologie, Avenue Moliere 128, Bruxelles, Belgium

Centro Nazionale Per I Sussidi Audiovisivi, Via S. Susanna 17, Roma, Italy

Centro Nazionale Film Per La Gioventu', Piazza Firenze 27, Roma, Italy

Comitato Naxionale Per La Produttivita', Viale Regina Margherita 83/d, Roma, Italy

Centro Di Cinematografia Scientifica, Corte Arco Valaresso 11, Padova, Italy

Centro Di Cinematografia "Carlo Erba", Via Imbonati 21, Milano, Italy

Centro Di Cinematografia Sociale, Via Giarizzole 22, Trieste, Italy

Centro Italiano Film Etnografico E. Sociologico, Instituto di Pedagogia, Universita, Roma, Italy

Centro Italiano Studio Comunicazioni Di Massa, Palazzo Donini, Piazza Italia, Perugia, Italy

Centro Italiano Studi Di Musica Poplare, Via Vittoria 6, Roma, Italy

Centro Cinematografico Sardo, Via Macomer 26, Cagliari, Italy

Centro Informazioni Delle Nazioni Unite, Piazza S. Marco 51, Roma, Italy

Centro Sociale Universitario, Via Rasella 127, Roma, Italy

Centro Sperimentale Di Cinematografia, Via Tuscolana 1524, Roma, Italy

Centro Italiano Per Lo Studio Delle Applicazioni Del Film Alla Ricerca Scientifica E All'Insegnamento, Universita, Roma, Italy

Centro Internazionale Film Educative E Culturale, Via S. Susanna 17, Roma, Italy

Centre Film "San Fedele", Via Principe Eugenio 8, Milano, Italy

Centro Didattico Nazionale Per L'Istruzione Artistica, Ministere della P.I. - via G. Del Monte 54, Roma, Italy

Cineteca Nazionale, Via Palermo 16, Roma, Italy

Comitate Cinematografia Per Regazzi, Piazza Ara Coeli 6, Roma, Italy

Centro Cattolico Cinematografico, Via della Consiliazione 2c, Roma, Italy

Danish Audio-Visual Society, Ribegade 1, Copenhagen, Denmark

Department of Psychology, Bristol University, England

Department of Psychology, Nottingham University, England

Department of Education, Manchester University, England

Department of Psychology, Reading University, England

Department of Scientific & Industrial Research, London, England

Educational Foundation for Visual Aids, 33 Queen Anne Street, London, England

E.N.A.L., via della Panetteria 15, Roma, Italy

Ente Nazionale Prevenzione Infortuni, Via Boncompagni 101, Roma, Italy

Facolta' Di Medicina, Universita, Ferrara, Italy

Ferrovie Dello Stato - Ufficio Documentazione e Film, Viale del Policlinico 2, Roma, Italy

Federazione Italiana Cineclubs, Via S. Susanna 17, Roma, Italy

F.I.A.T. - Ufficio Documentazione, Corso Marconi 10, Torino, Italy

Guys Hospital Medical School, London, England

Institut de Filmologie de la Sorbonne, 47 rue des Ecoles, Paris, France

Institute of Education, Birmingham University, England

Institute of Education, Leicester University, England

Institute of Education, University of London, England

Institute of Education, Nottingham University, England

Institute of Experimental Psychology, Oxford University, England

Institut fur Film und Bild, Munich, Germany

Institut of Scientific Films, Nonnenstier, Gottingen, Germany

Institut Film en Jeugd, Oude Hoogstraat 24, Amsterdam, Holland

International Audio-Visual Technical Centre - Bell Foundation, Frankrijklei 128a, Antwerpen, Belgium

Istituto "Lumen", Universita, Padova, Italy

Istituto Internazionale Cinematografia Educativa Scientifica E Sociale, Universita, Roma, Italy

Istituto Di Anatomia Comparata, Universita, Roma, Italy

Istituto Di Cinematografia, Politecnico, Milano, Italy

Istituto Di Pedagogia, Facolta di Magistero, Roma, Italy

Istituto Nazionale Luce, Piazza di Cinecitta 11, Roma, Italy

Kommunenes Filmcentral A/S., Oslo, Norway

M.R.C. Applied Psychology Research Unit, Cambridge, England

Medical School, Manchester University, England

Nederlands Filmmuseum, Paulus Potterstraat 1, Amsterdam, Holland

Nutsseminarium voor Paedagogiek aan de Universiteit van Amsterdam, Oranje Nassaulaan, Amsterdam, Holland

Pedagogic Institute of Denmark, Emdrupvej 101, Copenhagen, Denmark

Paedagogisch Centrum van de Nederlandse Onderwijzersvereniging, P.C. Hooftstraat 149, Amsterdam, Holland

Pedagogical Research Institute, University of Oslo, Norway

Polskie Stowarzyszenie Filmu Naukowego, Warsaw, Poland

Rai-TV Radio Televisione Italiana, via del Babuino 9, Roma, Italy

San Paolo Film, Via Alessandre Severe 58, Roma, Italy

Societa' Geografica Italiana, Villa Celimontana, Roma, Italy

Service Cinematographique, Ministere de l'Education Publique,
Quai du Commerce 7, Bruxelles, Belgium

Service de la Reserche Pedagogique, Institut National Pedagogique,
29, rue d'Ulm, Paris, France

Service de la Reserche de la Radio-Television Francaise, 37, rue
de l'Universite, Paris, France

School of Economics, Survey Research Unit, London, England

Scottish Educational Film Association, Glasgow, Scotland

Bundesstaatliche Hauptstelle fur Lichtbild und Bildungsfilm,
Sensengasse 3, Wien, IX, Austria

State Council for Experiments in Schools, Oslo, Norway

Statens Filmsentral, Schwensensgate 6, Oslo, Norway

Statens Filmcentral, Vestergade 27, Copenhagen, K, Denmark

VESU, Erlachstrasse 21, Bern, Switzerland

State Pedagogical Library, Praha, Czechoslovakia

S.A.F.U., Falkenstrasse 14, Zurich, Switzerland

Stichting Technisch Filmcentrum, Stadhouderslaan 152, The Hague,
Holland

Stichting Nederlandse Onderwijs Film & Stichting Nederlandse Onderwijs
Televisie, Sweelinckplein, The Hague, Holland

Service Audio-Visuel de l'Office Belge pour l'Accroissement de la
Productivite, Bruxelles, Belgium

Stichting Nederlandse Filminstitutt & Nederlandse Filmacademie,
Oude Hoogstraat 24, Amsterdam, Holland

Service Cinematographique de l'Enseignement Catholique (CEDOC),
Rue Cornet de Grez 14, Bruxelles, Belgium

University of Amsterdam, Sociaal-paedagogisch instituut, Singel,
Amsterdam, Holland

University of Amsterdam, Faculty of Social and Political Sciences,
Oudemanhuispoort 4, Amsterdam, Holland

University of Nijmegen, Faculty of Letters, Van Schaeck Mathonsingel 4,
Nijmegen, Holland